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ABSTRACT

This self-paced program in American Civics is for ninth grade students who might be interested in college, technical or business school and who will do an average amount of studying. An introduction to the course advises students of the requirements for successful completion. Instructional materials generally written at 9th grade level consist of Learning Activity Packages (LAPs) on the following topics: Citizenship and Our Democracy; The Constitution, Part I; The Constitution, Part II; Federal, State, and Local Government in Action; Your Educational and Vocational Future; Spending Your Money Wisely; Accounting for and Protecting Your Income; and Protecting Your Environment. LAPs contain statements of purpose, lists of resources, behavioral objectives by broad topics; activities, self evaluation tests, and advanced study projects. (Author/JH)

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LEARNING ACTIVITY PACKAGE

THE TRIAL OF JOHN PETER ZENGER

When he printed articles in his newspaper criticizing the unjust acts of the British governor of New York, Zenger was put in jail. At the trial his lawyer argued that printing the truth is not a crime. Zenger was found "not guilty." Thus in 1735 freedom of the press was upheld in America.

SP 007 564

CITIZENSHIP AND OUR DEMOCRACY

Ninety Six High School - Ninety Six, S.C.

CIVICS 93

REVIEWED BY J. S. Ritchie

LAP NUMBER 1

WRITTEN BY B. C. Calhoun

To The Student

1. You selected the level on which you wish to work. In selecting that level you automatically agree you will perform satisfactorily on that level.

2. You are urged to work on the highest level of your ability. If you are making less than A in your work, you will be encouraged to work up towards that level. You will be required to spend the allotted time on a LAP before going to the next LAP. If you have proven your ability to work on a higher level, you may request to move to a higher level.

3. Those students working on level 4 and achieving an "A" average may move from LAP to LAP as rapidly as they wish and receive a units credit when the required work is complete. When a student completes the LAP in one unit area, he will automatically start on the LAPs in the next grade level of that subject.

4. No student may advance faster than the allotted time except that covered in the items above. Students are encouraged to do better work in the levels of their selection or move to the next higher level.

5. You must satisfactorily complete all LAPs listed below to receive a unit credit in the subject.

6. Your parents will be mailed a Deficiency Notice when you:
(a) recycle three times on any test, (b) fail to move into the next LAP within 2 weeks of the date specified, (c) consistently turn in work which is unsatisfactory for your level.

7. You will automatically be dropped to the next lower level when:
(a) you fall one full LAP behind, (b) three Deficiency Notices have been sent.

SUBJECT & LEVEL Social Studies 93

LAP No.	TITLE OR DESCRIPTION	SUGGESTED TIME	STARTED	COMPLETED
1	Citizenship and Our Democracy	3 weeks		
2	Constitution - Part I	6 weeks		
3	Constitution - Part II	3½ weeks		
4	Federal, State, and Local Government in Action	4 weeks		
5	Understanding Yourself and Relating to Others	3½ weeks		
6	Your Educational and Vocational Future	3½ weeks		
7	Spending Your Money Wisely	4 weeks		
8	Accounting for and Protecting Your Income	4 weeks		
9	Protecting Your Environment	3½ weeks		

To The Student:

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2. You are urged to work on the highest level of your ability. If you are making less than A in your work, you will be encouraged to work up towards that level. You will be required to spend the allotted time on a LAP before going to the next LAP. If you have proven your ability to work on a higher level, you may request to move to a higher level.

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(a) you fall one full LAP behind, (b) three Deficiency Notices have been sent.

SUBJECT & LEVEL Social Studies 114

LAP No.	TITLE OR DESCRIPTION	SUGGESTED TIME	STARTED	COMPLETED
19	Development of an Effective National Government	4 weeks		
20	The Growth of Nationalism and Democracy 1800-1840	4 weeks		
21	Sectional Differences Lead to Civil War	4 weeks		
22	Reconstruction and Growth in the U. S.: 1865-1890	4 weeks		
23	Reform in America: 1890-1945	4 weeks		
24	U. S. Intenational Relations: 1890-1945	4 weeks		
25	U. S. International Relations: 1945-present	4 weeks		
26	Governmental Influence on the Amer. Econ.: 1945-present	4 weeks		
27	Reform in America: 1945-present	4 weeks		

I N S T R U C T I O N S

Testing

1. Progress Test ---------- After Section No. 2
2. LAP Test ---------- After Section No. 4

Activities

1. Essays must be written as follows:
   A. Use ink or typewriting.
   B. Use correct grammar, spelling and punctuation.
2. Maps must be neatly drawn and/or labled.
3. Charts must be neatly drawn and/or labled.
4. Head all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study

1. May be done for extra credit.
2. See your teacher before beginning an advanced study project.
3. All written advanced study must be completed neatly using correct English.

RATIONALE

The word democracy comes from the Greek word demos meaning "people," and kratos meaning government that is "Government by the People."

This LAP deals with the development and growth of democracy in America.

SIGNING THE MAYFLOWER COMPACT

DRAFTING THE CONNECTICUT CONSTITUTION

FIRST MEETING OF THE HOUSE OF BURGESSES

THE DECLARATION OF INDEPENDENCE

THE SIGNING OF THE CONSTITUTION

DUTIES AS AMERICANS

RIGHTS AS AMERICANS

Section I: Citizenship

BEHAVIORAL OBJECTIVES:

1. After you complete your prescribed program of study, you will be able to identify citizenship and describe it in terms of

   (a) A Native Born Citizen

   (b) An Alien

   See activity # 1 for instructions

2. After you complete your prescribed program of study, you will be able to describe the procedures by which an alien becomes an American citizen.

   See activity # 2 for instructions

3. After you complete your prescribed program of study, you will be able to list the rights of naturalize citizens.

   See activity # 3 for instructions

4. After you complete your prescribed program of study, you will be able to list ways in which American Citizenship may be lost.

   See activity # 4 for instructions

5. After you complete your prescribed program of study, you will be able to write an essay on "What Is Good Citizenship?"

   See activity # 5 for instructions

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on Progress and/or LAP Tests.

Resources:

__X__ American Civics by Hartley and Vincent; Objective I, ch. 1, p. 36; Objective II, ch. 11, pp. 247-248; Objective III, ch. 11, pp. 248-249; Objective IV, ch. 1, p. 37; Objective V, ch. 1, page 39.

_____ Civics for Americans by Clark, Edmonson, Dondineau

_____ World Book Encyclopedia Vol. 4 "C" pp. 442-446

Filmstrips and Cassettes

_____ "The Beginning of Democracy in Government"

_____ "Basic Ideas of a Democratic Government" (filmstrip)

A C T I V I T I E S

Objective I, two days after starting LAP 1, you should have completed Objective 1.

Objective II, four days after starting LAP 1, a poster chart should be handed into the teacher with the procedure of Naturalization listed.

Objective III, five days after starting LAP 1, Objective III & IV should be completed in writing.

Objective V, seven days after starting LAP 1, an essay of one page and a half should be written according to the instructions in the front of the LAP. This should be handed in for the teacher's evaluation.

Self-Evaluation

I. Short answer questions: In the space provided place the correct word or words that best answer the statement.

_____ 1. A member of our nation who takes full part in its affairs.

_____ 2. A person who lives in our country, but is a citizen of another country.

_____ 3. The procedures by which an alien may become a citizen of the United States.

_____ 4. An American that is born in the United States.

_____ 5. Full pledge membership of a country.

II. Answer the following questions:

1. List at least two steps in becoming an American citizen.

   a.

   b.

2. List at least two rights of a naturalize citizen.

   a.

   b.

3. List at least two ways in which a naturalize citizen may lose his citizenship right.

   a.

   b.

Section II: Democracy

BEHAVIORAL OBJECTIVES:

1. After you complete your prescribed program of study, you will be able to list five reasons for studying democracy and describe the origin and development of democracy in Greece.

   See activity # 1, for instructions.

2. After you complete your prescribed program of study, you will be able to describe the growth and development of democracy in America in terms of:

   a. Mayflower compact

   b. Virginia House of Burgesses

   c. Connecticut Constitution

   d. Declaration of Independence

   e. Articles of Confederation

   f. Constitution of United States

   See activity # 2 for instructions.

3. After you complete your prescribed program of study, you will be able to list at least five basic aims of democratic citizenship for each of the following:

   a. rights

   b. duties

   c. responsibilities

   See activity # 3 for instructions.

4. After you complete your prescribed program of study, you will be able to state the role of citizens in a democratic society.

   See activity # 4 for instructions.

5. After you complete your prescribed program of study you will be able to compare and contrast democracy to communism in terms of our basic freedoms.

   See activity # 5 for instructions.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on Progress and/or LAP Tests.

Resources:

____ World Book Encyclopedia Vol. 5 "D" pp. 104-107.

____ Civics for Americans by Clark, Edmonson & Dondineau; Objective III pp. 16-17; Objective V, pp. 24-25.

____ American Civics by Hartley & Vincent; Objective III, ch. 1 pp. 32-35, & pp. 37-38 Objective IV, ch. 1 pp. 32-36 Objective V, ch. 25 pp. 508-526

Media: Filmstrips and Cassettes

__X__ The Dawn of Democracy in Ancient Greece; Objective I, 64-5

____ The Founding of American Democracy Objective II 64-F

__X__ The Rights and Duties of A Citizen; Objective III 64-1

____ The Beginning of Democracy in Government

A C T I V I T I E S

Objective I, nine days after starting LAP 1, you should have read the origin and development of democracy in Greece and list five reasons for studying democracy.

Objective II, ten days after starting LAP 1, you should have written an essay of 250 words or more on "The Growth and Development of Democracy in America." This should be completed according to instructions in the front of the LAP and handed in for the teacher's evaluation.

Objective III, eleven days after starting LAP 1, you should have listed five basic aims of each of the terms listed in Objective III.

Objective IV, eleven days after starting LAP 1, you should have stated the role of citizens in our democratic society in writing.

Objective V, twelve days after starting LAP 1, a written report of 200 words of more should be handed in for the teacher's evaluation, along with the chart on pages 24 & 25 of Civics for Americans by Clark.

Self-Evaluation

True - False: Read each of the following statements carefully. If the statement is true, write the word "TRUE" in the blank before the statement. If the statement is false write the word "FALSE."

_____ 1. Democracy means government by the people.

_____ 2. The Germans were first to establish a democratic form of government.

_____ 3. Duty is the thing that a person ought to do or is required to do.

_____ 4. A right is anything that is not forbidden by law.

_____ 5. All American Citizens do not have the right to vote.

II. Answer the following questions:

1. Write a brief description of the growth and development of democracy in the United States.

2. List at least three basic aims of democratic citizenship in each of the following:

   a. rights

      1.

      2.

      3.

   b. duties

      1.

      2.

      3.

Section III: Citizenship at Ninety Six High School

BEHAVIORAL OBJECTIVES:

1. After you complete your prescribed program of study, you will be able to state and describe the role of democracy in education.

   See activity # 1 for instructions.

2. After you complete your prescribed program of study, you will ~~be able to state the basic aims of education at Ninety Six High.~~

   See activity # 2 for instructions.

3. After you complete your prescribed program of study, you will be able to list and discuss the activities at your school that give the students the opportunities to exercise their citizenship rights.

   See activity # 3 for instructions.

4. Given a questionnaire, you will be able to rate yourself as an American school citizen.

   See activity # 4 for the key to rate yourself.

5. After you complete your prescribed program of study, you will be able to show the relationship between school citizenship and American citizenship.

   See activity # 5 for instructions.

   Unless otherwise indicated fulfillment of the above Objectives will be on Progress and/or LAP Tests.

Resources:

_____ World Book Encyclopedia Vol. 4 "D" page 105

_____ Civics for Americans by Clark, Edmonson & Dondineau; Objective II, III, IV, ch. 5, pp. 95-105; Objective V, Creative & Critical thinking.

Filmstrips:

_____ Meeting the Challenge to Democracy.

A C T I V I T I E S

Objective I, thirteen days after starting LAP 1, you should have listed and described the role of democracy in education. This should be handed in for the teacher's evaluation.

Objective II, eleven days after starting LAP 1, you should have stated the basic aims of education at our school.

Objective III, thirteen days after starting LAP 1, you should have stated and discussed in small groups, the activities that give you the opportunities to exercise your school citizenship. This should be done constructively for teacher's evaluation.

Objective IV, fourteen days after starting LAP 1, you should see the teacher for the questionnaire and the key to rate yourself.

Objective V, fifteen days after starting LAP 1, you should have handed in a paper showing the relationship between school citizenship and American citizenship.

Self-Evaluation

True - False: Read each of the following statements carefully. If the statement is true, write the word, "TRUE" in the blank before the statement. If the statement is false, write the word "FALSE."

_____ 1. In a democracy, students have freedom to attend the school of their choice.

_____ 2. The student council is an activity that gives students the opportunity to exercise their citizenship rights.

_____ 3. Education at Ninety Six High School, gives students the opportunity to complete school in two, three or four years.

_____ 4. Education can strengthen democracy by teaching students how to think.

_____ 5. Schools are the basis for good American democracy.

II. Answer the following questions:

1. List at least two school activities that give you the opportunity to exercise good school citizenship.

2. List and describe briefly the role of democracy in education.

Q U E S T I O N N A I R E on Citizenship (YES - NO)

_____ Do you know the rules of your school and try to obey them?

_____ Do you carry out assignments promptly and to the best of your ability?

_____ Do you work on committees in the classroom and in other school activities if asked to do so?

_____ Do you take part in at least one extracurricular activity?

_____ Do you vote intelligently in class or school eclections?

_____ Do you do something constructive, rather than just complain, when things go wrong?

_____ Do you support school activities by your attitude and participation?

_____ Do you treat your teachers and classmates as you would like them to treat you?

_____ Do you keep on the look out for ways to improve your school?

_____ Do you act outside school in such a way that you are a credit to your school?

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LAP

LEARNING
ACTIVITY
PACKAGE

CONSTITUTION

PART I

SD 037 564

Ninety Six High School
Ninety Six, S.C.

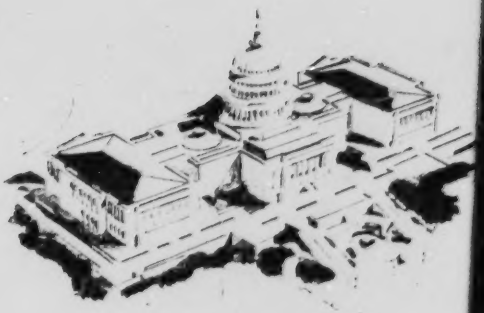
SOCIAL STUDIES 93

REVIEWED BY

LAP NUMBER 2

WRITTEN BY Mrs. Calhoun

RATIONALE



OUR NATIONAL LEGISLATURE

THIS unit deals with Congress, with what it can do and what it may not do under our Constitution, and with how it does the things it can do.

The Executive Office and Cabinet Departments

The true test of good government is its aptitude and tendency to produce a good administration.

—ALEXANDER HAMILTON

The Federal Court System

It is emphatically the province and duty of the judicial department to say what the law is.

—JOHN MARSHALL

Instructions

Testing

1. Progress Test --- After Section No. 2
2. LAP Test -------- After Section No. 4

Activities

1. Essays must be written as follows
   A. Use ink or typewriting
   B. Use correct grammar, spelling and punctuation.
2. Maps must be neatly drawn and/or labeled.
3. Charts must be neatly drawn and/or labeled.
4. Head all work handed into your teacher according to the acceptable form allowed in your English Classes.

Advanced Study

1. May be onde for extra credit
2. See your teacher before beginning an advanced study project
3. All written advanced study must be completed neatly using correct English.

Section I: How and Why Our Federal Government Developed

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed program of study, you will be able to define eight of the following terms:
   1. constitution
   2. government
   3. dictator
   4. absolute monarch
   5. separation of powers
   6. Constitutional Convention
   7. founding fathers
   8. Great Compromise
   9. Federation
   10. Continental Congress
2. After completing your prescribed program of study, you will be able to name the three branches of our Federal Government and state the general purpose or function of each branch.
3. After completing your prescribed program of study, you will be able to explain how the following documents relates to the concept of Self Government; Magna Charta (2) Declaration of Independence (3) Articles of Confederation (4) United States Constitution.
4. After completing your prescribed program of study, you will be able to show the needs for a United States Constitution by listing five of the weaknesses of the Articles of Confederation.

Unless otherwise indicated, fulfillment of these Behavioral Objectives will be measured on the Progress and/or LAP Test.

Resources:

Readings

x___ American Civics, chapter 7 pp. 19-20-21-22 by Hartley and Vincent

x___ American Government pp. 43-47, by Magruder

x___ American Government pp. 21-22-23-25-26-27-28& 29 by Bruntz and Brumer

____ Being a Citizen by Capen

____ Constitution of our Country pp.6-9-12 by Rexford

x___ Our Independence and the Constitution

x___ The Magna Charta by James Daugherty

____ The Story of the Constitution by Sol Bloom pp. 6-11-13-16-20

Audio Video

Audio Tape:

____ The Talking Book "How and Why the Constitution Developed

Transparencies:

____ Steps toward Central Government

Films:

____ "Our Living Constitution"

____ "Our Living Declaration of Independence"

____ "Thomas Jefferson"

Filmstrips, with cassettes:

____ "Constitution of the United States (a series of 7)

____ "Man Learns to Govern Himself"

__X__ Historic Background to the Constitution

SELF EVALUATION

Matching Items:

1. Match the following terms with their definition

Column A

_____ A. Federation

_____ B. Constitution

_____ C. Great Compromise

_____ D. Government

_____ E. Founding Fathers

Column B

1. A written plan of government describing how a government is organized, its purpose, some basic laws, and the rights of the people.
2. The agreement reached in the Constitutional Convention by which all states have equal representation in the Senate and representation according to population in the House.
3. A plan of government in which the powers are divided between the national and State Government.
4. The authority, or power, that people set up to help them rule their own affairs.
5. Men who attended the Constitutional Convention.

II. True and False. Place "T" for true and "F" for False.

_____ 1. The Magna Charta was the first written English document related to self government.

_____ 2. The Declaration of Independence doesn't relate to our concepts of self government.

_____ 3. The Constitution of the United States provided for self government through state government and individual rights and priviledges.

_____ 4. The Articles of Confederation provided for a U. S. President.

ADVANCE STUDY

1. From the following books: Presidents in American History by Beard; American Civics by Vincent; The Great Constitution by Henry S. Commager, you will be able to write the contributions of the following men to the Constitutional Convention of 1787.

   (a) Benjamin Franklin
   (b) George Washington
   (c) James Madison

2. Read Thomas Jefferson by Manuel Komroff. This will be an oral report in class. Date will be designated by the teacher at a later date.

3. Read Benjamin Franklin; His Life. This will be an oral report in class. This will be designated by the teacher at a later date.

4. Participate in preparing a bulletin board on six of the founding Fathers of our Constitution.

5. Construct a chart on three signers of the Declaration of Independence from South Carolina, listing childhood, education and contributions. You may obtain your infomation from the text: Famous Signers of the Declaration of Independence by McGee.

6. Construct a chart on the Powers of Congress and the Congressmen's salary.

7. Construct a chart on the checks and balance system in our United States Government. Show how each branch of Congress checks on each other.

8. You may do a written report on 200 words or more and construct a chart on the United States Senators and representatives from South Carolina.

9. You may do a written report on Senatros Ernest Hollings, and Strom Thurmond. Include information on their childhood, education, and contributions to government.

10. You may select one of the following United States Representatives from South Carolina to do a written report on.

    a. Mendel Davis
    b. Floyd Spence
    c. William J. Bryan Dorn
    d. James R. Mann
    e. Thomas S. Gettys
    f. John L. McMillan

Include information on childhood, education, contributions to government.

Section II: Preamble to the United States Constitution

BEHAVIORAL OBJECTIVES:

I. After you have completed your prescribed program of study, you will be able to describe the preamble to the United States Constitution.

_____ 1. List the three different parts of the United States Constitution.

a. What is the first short statement in the United States Constitution?

b. What is the purpose of the Preamble to the United States Constitution?

_____ 2. Define the words listed below in terms of the preamble.

a. preamble
b. establish
c. justice
d. insure
e. domestic
f. tranquility
g. promote
h. welfare
i. secure
j. posterity
k. ordain

_____ 3. Write the meaning of each of the phrases in terms of the Preamble in the U. S. Constitution.

a. In order to form a more perfect union_____
b. Establish justice_____
c. Insure domestic tranquility_____
d. Provide for the common defense_____
e. Promote the general welfare_____
f. Security, the blessings of liberty to ourselves and our posterity_____

_____ 4. How many articles are there in the United States Constitution?

_____ 5. List the titles for each of the following articles:

a. Article I
b. Article II
c. Article III
d. Article IV
e. Article V
f. Article VI
g. Article VII

Resources:

Readings:

_____ American Civics by Vincent & Hartley pp. 569-577

_____ American Government by Bruntz & Bremer

_____ Being a Citizen by Capen

_____ The Story of the Constitution by Sol Bloom

__X__ Color Me America by Gary Lawson pp. 1-171
Objectives I, II, III, IV, and V

Film:

_____ Our Living Constitution

Filmstrip with Cassettes

__X__ Congress the Legislative Branch

Self Evaluation Section II

I. True - False: Place "T" for true and "F" for false.

_____ 1. The Preamble is the introduction to the United States Constitution.

_____ 2. Tranquility means peace.

_____ 3. Article one in the Constitution is the Legislative Department.

_____ 4. The United States Constitution is divided into seven articles including the Preamble.

_____ 5. The amendments were added to the Constitution in 1791.

II. Define the following terms.

a. justice

b. domestic

c. posterity

d. ordain

e. welfare

Section III Congress Makes Our Nation's Laws

BEHAVIORAL OBJECTIVES:

1. After completing your prescribed program of study, you will be able to define 10 of the following terms:

   1. Bicameral Legislature
   2. census
   3. checks and balance
   4. Congressional District
   5. Congress-at-Large
   6. implied powers (elastic clause)
   7. Franking Privilege
   8. expulsion
   9. Library of Congress
   10. page boy
   11. Parliamentarian
   12. Senior Senator

2. After completing your prescribed program of study, you will be able to state the qualifications for candidates for the United States Senate and the House of Representatives.

3. The Constitution gives Congress the right to pass laws in five different general areas. After completing your prescribed course of study, you will be able to state four of these general areas and give at least two powers related to each of these general areas.

   Example: General Area 1. borrow money 2. levy and collect taxes

4. After completing your prescribed program of study, you will be able to state and explain five powers denied Congress by the Constitution.

5. After completing your prescribed program of study, you will be able to diagram a chart on "How a Bill Becomes a Law." This will be turned into your teacher for grading and completed according to the directions for charts on the Instruction Sheet.

6. After completing your prescribed program of study, you will be able to state and explain three special powers granted to: (a) the Senate (b) the House of Representatives

7. After you have completed the above Behavioral Objectives, you will be able to play the, "Great Game of Legislature."

Unless otherwise indicated, fulfillment of these Behavioral Objectives will be measured on the Progress and/or LAP Test.

Resources

Readings:

x ___ American Civics by Hartley and Vincent, chapter 2

x ___ First Book of Congress

____ What Your United States Senator Does by Ivan Klapper

____ Constitution of Our Country

____ Your Rugged Constitution by Bruce A. Findlay

____ The Great Constitution by Henry S. Commager

____ Story of the Constitution by Bloom

x ___ American Government by Bruntz Bremer

Audio Video

Audio Tape

____ The Talking Book-"Congress Makes Our Nations Laws"

Filmstrips

____1."The Federal Government"

____2. "The Legislative Branch"

____3. "How Our Laws Are Made"

____4. "How a Bill Becomes a Law"

____5. "Why We Pay Taxes"

Films

____1. How We Elect Our Representatives

____2. Speaker of the House

____3. Washington, D. C. 6488

Filmstrips with cassettes

____ "Constitution of the United States" (a series of 7)

____ Academic Games "The Great Game of Legislature"

Self-Evaluation

I. Matching Items:

1. Match the following terms with their definition

___A. Bicameral Legislative

___B. checks and balance

___C. Page boy

___D. implied powers

___E. Franking Privilege

Column A

Column B

1. Boys who are employed to run errands for Congressmen.
2. Rights granted Congress in the elastic clause.
3. To keep a balance of power between the three branches of government.
4. The right to send official mail free of charge.
5. Lawmaking body composed of two houses.

II. True and False Questions:

Place T for true; and F for false.

___1. Congress has the power to pass an Ex-Post-Facto-Law.

___2. Congress has the power of financing.

___3. The Senate has the power of impeachment.

___4. All bills for money must originate in the House of Representatives.

___5. In order to run for Senator, you must be at least 35 years of age.

Advance Study:

You and several other students may form a committee in which you will:

A. Read and study various newspaper articles concerning bills in Congress to be passed this session.

B. Select three bills that you feel could have the greatest effect on the lives of the people of Ninety Six and how Ninety Six would be affected by them.

C. Present your findings in the form of a Panel Discussion.

2. Students may diagram a chart on various committees of Congress and their functions.

3. Students may do a report on a representative or Senator from South Carolina--Including the following:

    A. General childhood and education

    B. Specific roles played in committees and/or bills they introduced

4. Students may write an essay on "How the Two Branches of the United States Congress originated.

5. A student may do a report of 150 or 200 words and construct a chart on the Library of Congress.

Section IV The Executive Department

Behavioral Objectives

1. After completing your prescribed program of study, you will be able to define 12 of the following terms:
   1. Inaugural Address
   2. Chief executive
   3. State of the Union Message
   4. Budget Message
   5. Ecoromic Message
   6. Veto
   7. Foreign policy
   8. Treaties
   9. Recognize
   10. Reprieve
   11. Pardon
   12. commutation
   13. Vice-President
   14. Twenty-Second Amendment
2. After completing your prescribed program of study, you will be able to state two of the qualifications for candidate for president of the United States and eight of the powers of the president.
3. After completing your prescribed program of study, you will be able to state or list eight of the twelve Executive Departments under Nixon's Administration and their heads or leaders.
4. After completing your prescribed program of study, you will be able to compare and contrast the Independent Agencies and the Executive Agencies in their relationship to helping the President.
5. After completing your prescribed program of study, you will be able to state the president's salry and the limitation of other presidential expenditures.
6. After completing your prescribed program of study, you will be able to play the Game, "Mr. President."

Resources

Readings:

x ___ American Civics chapter 3 by Hartley and Vincent

x ___ American Government, chapter 11 by Bruntz-Bremer

___ Our Living Constitution

___ We Elect a President by D. E. Weingast

___ Atlas of the President by Cooke

___ Meet the Presidents by F. Cavanah

___ The Great Constitution by Commager

___ The Presidents in American History by Charlos A. Beard

___ Constitution of Our Country by Rexford

___ Your Rugged Constitution by Findlay

x ___ 1970-1971-1972 World Almanac

Audio Video

Audio Tape

___ The Talking Book "The Executive Department"

Filmstrips

___ "The Federal Government"

___ "The Executive Branch"

___ "Our President"

___ "Our Captial"

Filmstrips with Cassettes:

___ Constitution of the U. S. (series of 7)

Films

___ "The President at Work" (12386)

Academic Games

___ "Mr. President"

Self-Evaluation

I. Match the following terms with their definition

Column A

___ A. Inaugural Address

___ B. Pardon

___ C. Twenty-Second Amendment

___ D. Veto

___ E. Chief Executive

Column B

mited the president to two full terms in office.

2. To reject or refuse to sign a bill.

3. The freeing of a convicted person from having to serve a sentence.

4. The President who must carry out our Nation's Laws

5. A speech that sets the keynote of the administration.

II. Place "T" for true and "F" for false.

___1. In order to seek the presidency, one must be at least 30 years of age.

___2. The president has the power to veto bills.

___3. The 12th Executive Department is the Department of Health Education and Welfare, "HEW"

___4. The Independent Agencies works closer with the president than the Executive Agencies.

___5. The president of today, makes a 100,000 dollars a year.

Advance Study

1. Look for pictures of the president in any of the following news papers: Index Journal, The Greenville News, Anderson News and the State Paper. Make a booklet including at least three of these pictures and explanations of the activity in which thepresident is engaged in each paper.
2. On a chart, you will diagram the presidential succession law.
3. Three students may from a committee and participate in constructing a bulletin board on the Executive Department and their heads.
4. You and several others, may form a committee in which you will read the autobiography of Franklin D. Roosevelt, "FDR" Then participate in a panel discussion concerning F.D.R.'s

    A. Childhood

    B. Education

    C. Terms in office

    D. Contributions made during his terms in office
5. You may do a written report of 150 or 200 words on the President and construct a chart on his salary and other expenditures.
6. You may construct a chart on the benefits of an ex-president.
7. You may do a written report on two of the United States cabinet members and conatruct a chart on the salary of the cabinet members per-year.

Section IV Judicial Department

1. After completing your prescribed program of study, you will be able to define 12 of the 15 terms:

1. Common law	8. U. S. Supreme Court
2. Statutory Law	9. Fifth Amendment
3. Original Jurisdiction	10. Grand Jury
4. Plaintiff	11. Petit Jury
5. Defendent	12. Appeal
6. Subpoenas	13. Verdict
7. District Courts	14. Bail
	15. Court

2. After completing your prescribed program of study, you will be able to state the rights of a citizen to a fair trial in criminal cases and civil cases.
3. After completing your prescribed program of study, you will be able to diagram the organization of our Federal Court System and the functions of each court.
4. After completing your prescribed program of study, you will be able to state the number of U. S. Supreme Court Justices and the salary of the Chief Justice and Associated Justices
5. After completing your prescribed program of study, you will be able to state three out of five court decisions made under the direction of Chief Justice Marshall and indicate the one that give us the Judicial Review.
6. After completing your prescribed program of study, you will be able to list six of the eight jurisdictions of the Federal Courts.

Unless otherwise indicated, fulfillment of the above Objectives will be on the Progress and/or LAP Test.

Resources

Reading

x ___ American Civics chapter 4 by Hartley and Vincent

x ___ American Government-chapter 13 by Bremer

x ___ The Rugged Constitution Articles III by Findlay

____ Being A Citizen by Capen, chapter 21(Constitution)

____ Dictionary of American Biography by Scribners

____ John Marshall and the Constitution by Edward S. Corwin

Audio Video

Audio Tape

____ The Talking Book: "Judicial Department"

Transparencies

____ Series on the Federal, State and Local Governments

____ Court Calender (c) 68

____ Federal Court System 347 U. S. Judical System

Filmstrips

____ The Federal Government

____ Judicial Branch

____ Cases Tried by Federal Courts

Filmstrips with Cassettes

___ United States Constitution (series of 7)

Films

____ Why we Respect the Law

____ Basic Court Procedures

____ Government and Law

____ Our Basic Civil Rights

___ Criminal Justice in the United States

Self Evaluation

I. Match the following terms with their definition.

Column A

_____ A. Statutory Law

_____ B. Common Law

_____ C. Appeal

_____ D. Original Jurisdiction

_____ E. Grand Jury

Column B

1. The first court to hear a case.
2. To have a case reviewed by a higher court.
3. A law passed by a lawmaking body.
4. Law that develops from tradition or from Judge's decisions.
5. A group of persons who decide whether there is enough evidence to bring the accused person to trial.

II. Place T for true and F for false.

_____ 1. A subpoena requires a person to appear in court.

_____ 2. A court when using the right of judicial review does not examine the Constitutionality of a law.

_____ 3. There are Nine associate Justices and one Chief Justice.

_____ 4. The U. S. Supreme Court is the lowest Federal Court.

_____ 5. The true answer or decision in a case is the verdict.

ADVANCE STUDY

1. You and several others may form a committee in which you will:
   A. Read the case of Hilda Gra- vs. the United States in the American Civics by Hortlay and Vincent.
   B. Then organize a mock trial illustrating each step in the legal process.
   C. This will be presented to the class.

2. Individually, you may write a report of not less than two pages on the childhood, education, and contributions of Chief Justice John Marshall. You may use any of the following references in writing this report: Dictionary of American Biography 315-325
   John Marshall and the Constitution by Edward S. Corwin
3. Students may participate in making a bulletin board or chart on the organization of our Federal Court System.
4. Students may write a report on the life and history of Chief Justice Burger. The Library of Congress, newspapers, news magazines, and recent encyclopedias may be sources of information.
5. Students may construct a chart on the United States Chief Justice and the Associated Justices salary per year.
6. You may do a written report on either one of the United States Supreme Court Justices. Include information on childhood, education and contributions to politics and the Supreme Court.

   a. Chief Justice Warren E. Burger - Va.
   b. William J. Brennan, Jr.-N. J.
   c. Potter Stewart - Ohio
   d. Byron R. White, - Colo.
   e. Thurgood Marshall - N. Y.
   f. Harry A. Blackmun - Minn.
   g. Lewis F. Powell, Jr. - Va.
   h. William H. Rehnguist,-Ariz.
   i. William O. Douglas, - Conn.

BEST COPY AVAILABLE

LEARNING ACTIVITY PACKAGE

Freedom of religion

THE CONSTITUTION
Part II

Freedom from unreasonable search

The right of trial by jury

Freedom of speech

Freedom to assemble peaceably

Freedom of the press

SØ 007 564

Ninety Six High School - Ninety Six, S.C. -

Social Studies 93-

REVIEWED BY

LAP NUMBER 3

WRITTEN BY Tommy Campbell

Revised by Mrs. Calhoun

13073

3½

Woman's Suffrage

1920

INCOME TAX

1913

RATIONALE

In the previous LAP, Constitution Part I, you studied the make-up of the Constitution as to the different departments. In this LAP, Constitution Part II, you will study the amendments of the Constitution.

As you work through this LAP, you will learn how each of these amendments came about and why. We hope this study will show the effects these amendments have had on the development of our country in the past, and the influence they have on you and your life today.

Right of Suffrage

WOMEN VOTING IN CHEYENNE, WYOMING, IN THE LATE 1800's

1870

NATIONAL PROHIBITION

JIMMY DAVIS

1919

INSTRUCTION SHEET

Requirements:

Testing:

1. Progress Test - (To be taken after the second section.)

2. LAP Test - (To be taken after the third section. The majority of the questions on the LAP TEST will be taken from the second and third sections, but you will be responsible for material in section one.

Activities:

1. Essays must be written as follows:

   A. Use ink or typewriting.

   B. Use correct grammar, spelling, and punctuation.

2. Maps must be neatly drawn and/or labeled.

3. Charts must be neatly drawn and/or labeled.

4. Head all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study

1. May be done for extra credit.

2. See your teacher before beginning an Advanced Study project.

3. All written Advanced Study must be completed neatly, using correct English.

SECTION 1: The Constitution and Our Federal System

Behavioral Objectives

1. After reading (General Provision in the Constitution), you will be able to interpret the phrase "The Constitution: The Supreme Law of the Land."

2. After completing your prescribed program of study, you will be able to define and list examples of the following powers in terms of the state and federal governments.

   a. Reserved Powers
   b. Concurrent Powers
   c. Enumerated Powers
   d. Implied Powers

3. After completing your prescribed course of study, you will be able to explain how the Federal government has power over the state's military.

4. The state and Federal government have, at various times in the history of the United States, disagreed on the amount of power each should have. After having completed your prescribed program of studies, you will be able to explain <u>one</u> of the following state's rights controversies.

   a. South Carolina Ordinance of Nullification 1832
   b. Southern States seceding from the Union 1860-61
   c. The U. S. Supreme Court enforcing school integration 1954-present

5. After completing your prescribed course of study, you will write a one-page essay (which will be handed in to your teacher and completed according to directions for essays on the instruction sheet) on the present increase of centralization of the Federal government on one of the following:

   a. Education
   b. Economics

Unless otherwise indicated, fulfillment of these learning goals will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES

To Read:

___ <u>American Land of Freedom</u>, chpts. 20, 21, 22

_X_ American Civics, Chpt. 6, pp. 146-156, chpts. 12, 13, 14, 15, pp. 260-332

_X_ United States History by Shafer and McLemore, Chpt. 17, pp. 276-280

Films:

___ Our Living Constitution

Filmstrips with cassettes:

___ "Constitution of the United States" (a series of 7)
___ Supreme Court filmstrip Oct., 1957

SELF-EVALUATION 1

I. Define the following.

a. Reserved Powers -

b. Implied Powers -

c. Concurrent Powers -

II. True or False.

_____ 1. The Ordinance of Nullification gave states more power than the Federal government.

_____ 2. The Supreme Court case of 1954 concerning integration was Brown vs. Board of Education in Kansas.

_____ 3. The President or Federal government has control over the state's military.

_____ 4. The Southern states left the Union because of integration.

ADVANCED STUDY

1. From pages 283-286, write an essay of 150 words or more on either of the following topics. Be creative and include any information in the essay from other sources that relate to these topics:

   a. Due Process of Law

   b. Equal Protection of the Law

   c. Recent Civil Rights Acts

2. You and several other students may participate in a panel discussion on the pro's and con's of the jury system.

3. Write a letter to one of your national or state legislators urging him to support or oppose impending legislation affecting civil liberties.

1. After completing your prescribed course of study, you will be able to define the following words and state the particular amendments in which each appears.

   a. petition
   b. quartering
   c. due process
   d. warrant
   e. jeopard
   f. civil
   g. bail
   h. counsel
   i. enumeration
   j. grand jury
   k. indictment
   l. defendents
   m. plaintiff

2. After completing your prescribed course of study, you will be able to explain why the Bill of Rights were added to the Constitution.

3. Upon completion of your prescribed course of study, you will be able to recognize or idnetify the five basic freedoms guaranteed in the first amendments.

4. After completing your prescribed course of study, you will be able to explain the two amendments that guarantee the privacy of one's household or property.

5. The Bill of Rights in four amendments (5-8) protects the rights of the people within our system of justice. After reading and studying these amendments, you will write a paper, one page on each topic, explaing the rights of each of the following:

   a. A person accused of a crime.
   b. An accused person who is brought to trial.
   c. Plaintiffs and defendents in a civil case.

Unless otherwise indicated, fulfillment of these learning goals will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES

To Read: (X indicates required)

_X_ American Government by Bruntz & Bremer, pp. 265-291

___ United States History by Shafer & McLemore

___ American Land of Freedom, The Constitution

_X_ American Civics by Hartley & Vincent

___ Your Life as a Citizen by Smith, Ch. 5, pp. 93-111

___ Constitution of Our Country by Reford

___ The Great Constitution by Commager

Resources con't

Filmstrips with Cassettes:

___ Constitution of the United States (series of 7)

Films:

___ Our Basic Civil Rights

___ Constitution of the United States

SELF-EVALUATION 2

I. In which amendments would you find the following words?

a. quartering

b. bail

c. grand jury

II. List five basic freedoms.

a.

b.

c.

d.

e.

III. True or False.

_____ 1. The first ten amendments are called the Bill of Rights.

_____ 2. The first ten amendments were passed in 1791.

ADVANCED STUDY

1. You and two other students should prepare an attractive bulletin board on the Bill of Rights.

2. Do two cartoons on the fifth amendment, "The Rights of the Accused Person."

3. Do a book report on the "Bill of Rights" by Marjorie G. Fribourg. 342.73

4. Prepare at least one poster on each of the following amendments:

   a. prohibition

   b. abolition

   c. poll tax

After discussing the above work with you, your teacher will make individual assignment, which will be completed on a date previously agreed upon.

STOP! SEE YOUR TEACHER FOR A PROGRESS TEST.

SECTION 3: The Bill of Rights for All Americans

BEHAVIORAL OBJECTIVES

1. After reading amendments 13, 15, 23, and 24 in the Constitution, you will be able to give main ideas of each of these amendments.

2. After completing your prescribed course of study, you will be able to state the main ideas of each of the following sections of the 14th amendment:

   a. citizenship define
   b. apportionment of representatives
   c. disability for engaging in insurrection
   d. public debt
   e. enforcement

3. The 26th amendment, giving 18 year old Americans the right to vote in national elections, is being added to the Constitution. After completing your prescribed course of study, you will be able to defend(in a small group discussion)your individual beliefs concerning the advantages and disadvantages of giving 18 year olds the right to vote.

4. After reading amendments 13, 14, 15, 23, 24, and 26 in the Constitution, you will be able to write an essay of not less than two pages, telling how each of these amendments affected the rights of each individual.

   This essay will handed in to your teacher and completed according to the directions for essays on the instruction sheet.

Unless otherwise indicated, fulfillment of these learning goals will be on the PROGRESS TEST and/or IAP TEST.

RESOURCES

To Read: (X indicates required)

_X_ American Government by Bruntz & Bremer, pp. 617-624

___ United States History by Shafer McLemore, pp. 109-115

___ American Land of Freedom, The Constitution.

_X_ American Civics by Hartley & Vincent, Ch. 6 pp. 146-156, and The Constitution, pp. 575-583

Filmstrips with Cassettes:

___ Constitution of the United States (series of 7)

SELF-EVALUATION 3

I. True or False.

_____ 1. The 13, 14, and 15 amendments are called the civil war amendments.

_____ 2. The 25th amendment gives the 18 year old the right to vote.

_____ 3. The 14th amendment has five parts to it.

_____ 4. The people of the District of Columbia cannot vote for the President and Vice-President of the U. S.

II. Fill in the blanks.

1. The _____ amendment did away with the poll tax required for voting in a federal election.

2. In the _____ amendment, citizenship is defined.

3. No citizen can be denied the right to vote because of his race or color or because he was formerly a slave is stated in the _____ amendment.

ADVANCED STUDY

1. In searching through any material you may find, write a paper, concerning the 26th amendment giving 18 year olds the right to vote, taking both the positive and negative point of view.

2. In an essay of at least two pages, you will
   a. Explain what the electoral college is.
   b. Give pro's and con's of the electoral college system.

3. Write a 200 word essay on the question that "Resolved, that citizens who don't vote should pay fines."

BEHAVIORAL OBJECTIVES

1. After completing your prescribed course of study, you will be able to explain how the following amendments: 20, 22, and 25 have changed the American Presidency.

2. After reading the 11th amendment and any comments you may find on it in your prescribed course of study, you will be able to explain the procedure an United States or foreign citizen must take if he wishes to sue the state government of a state in which he does not live.

3. The 16th amendment of the Constitution permits the federal government to levy an income tax on people. After completing your prescirbed course of study, you will be able to:

   a. Define the term graduated income tax
   AND
   b. Explain how a graduated income tax can help to equalize the wealth of the citizens of the United States.

4. After reading Article I, section 3, and the 17th amendment of the Constitution, you will be able to explain the changes in the election of senators.

5. The 18th amendment prohibited the sale of alcoholic beverages and the 21st amendment repealed the 18th. After completing your prescribed course of study, you will be able, in small group discussions, defend your individual beliefs on one of the following statements:

   a. The 18th amendment should not have been repealed.
   b. The 18th amendment should have been repealed.

Unless otherwise indicated, fulfillment of these learning goals will be on the PROGRESS TEST and/or LAP TEST.

RESOURCES

To Read: (X indicates requires)

___ American Land of Freedom, The Constitution

_X_ American Civics by Hartley and Vincent

___ Constitution of Our Country by Rexford

___ The Great Constitution by Commager

_X_ American Government by Bruntz & Bremer, pp. 617-624 & 637

_X_ Your Life As A Citizen by Smith, pp. 553-558

Resources con't

Filmstrips with Cassettes:

___ Constitution of the U. S. (series of 7)

Films:

___ Our Basic Civil Rights

___ Constitution of the United States

SELF-EVALUATION 4

I. List the Right Amendments. (The number of the amendment)

1. What three amendments have changed the American Presidency?

   a.

   b.

   c.

2. What amendment gives the U. S. the right to levy an income tax on the people?

   _____

3. The _____ amendment prohibited the sale of alcoholic beverage and the _____ amendment repealed it.

4. What amendment protects a state firm being sued by a citizen of another state?

   _____

II. True and False.

_____ 1. The President of the U. S. takes office on March 4.

_____ 2. If the Vice-President and a majority of the cabinet members feel the President is unable to carry out his duties, the Congress can give the Vice-President the authority to take over.

ADVANCED STUDY

1. Prepare a bulletin board on the executive departments and make a report to the teacher on the display.

2. Find the present members of the President's cabinet and give a biographical sketch of each.

3. Write a poetic verse on the 22nd amendment

4. Work up a news story on the President's day.

5. Write an amendment of your own. Indicate the strong and weaknesses of this amendment. Be prepared to discuss this amendment in small group discussions.

STOP! SEE YOUR TEACHER FOR THE LAP TEST.

BEST COPY AVAILABLE

LAP

LEARNING
ACTIVITY
PACKAGE

FEDERAL, STATE, AND LOCAL GOVERNMENT IN ACTION

SO 007 564

Ninety Six High School
Ninety Six, S.C.

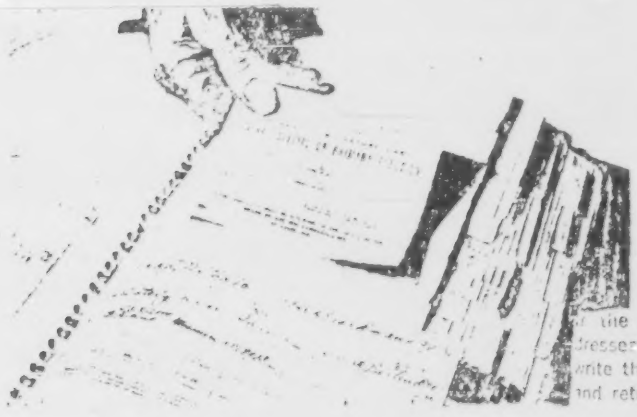
American Civics 93

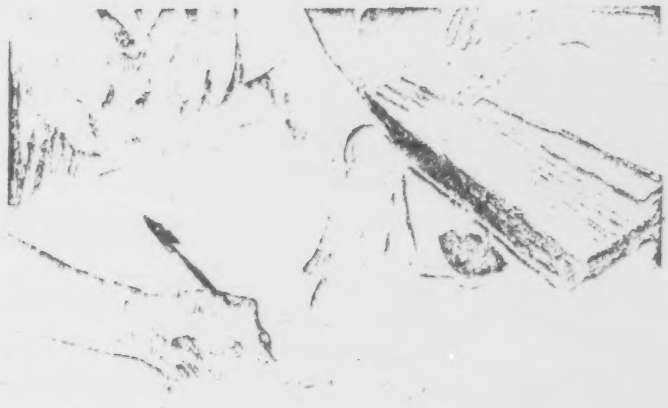
REVIEWED BY

LAP NUMBER 4

WRITTEN BY B. C. Calhoun

RATIONALE

When the voter enters the polling place, he writes his name and address on a slip of paper. The two registration judges check the slip against his registration in the precinct book.

If the two names and addresses match, the judges write their initials on the slip and return it to the voter.



The two clerks write down the voter's name and address

POLITICAL PARTY ORGANIZATION

DEMOCRATIC

THE NATIONAL COMMITTEE
A man and a woman from each state and territory

REPUBLICAN

STATE CENTRAL COMMITTEES
Members chosen by county committees, by state party conventions, or in primary elections

COUNTY and CITY COMMITTEES
Elected by a county or city convention, or composed of ward or precinct captains

WARD COMMITTEEMEN
Chairmen chosen by the Captains of the various precincts in the ward

PRECINCT or DISTRICT CAPTAINS
Usually elected, by voters in the primary elections

Party organization differs from state to state. Often there are special committees for congressional districts and other political units. Describe the organization in your state.

"PULLING THE STRINGS" Public offici who owe their election or appointment the Boss may have to perform favors wh he pulls the strings. What orders mig he issue?

INSTRUCTION SHEET

Requirements:

Testing:

1. Progress Test - (To be taken after the second section.)

2. LAP Test - (To be taken after the second section. The majority of the questions on the LAP TEST will be taken from the second, third, and fourth sections, but you will be responsible for material in section one.

Activities:

1. Essays must be written as follows:

   A. Use ink or typewriting.

   B. Use correct grammar, spelling, and punctuation.

2. Maps must be neatly drawn and/or labeled.

3. Charts must be neatly drawn and/or labeled.

4. Head all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study

1. May be done for extra credit.

2. See your teacher before beginning an Advanced Study project.

3. All written Advanced Study must be completed neatly, using correct English.

Section I - The Political Party System

Federal, State, and Local Government in Action

BEHAVIORAL OBJECTIVES

1. After you complete your prescribed program of study, you will be able to state the origin and describe the five basic functions of Political Parties.

   See Activity 1 for instructions.

2. After you complete your prescribed program of study, you will be able to compare and contrast the two party system in terms of its composition.

   See Activity #2 for instructions.

3. After you complete your prescribed program, you will be able to describe the organization of the two party system.

   See Activity #3 for instruction.

4. After you complete your prescribed program of study, you will be able to describe primary elections in terms of:

   a. Candidacy in the Primary Election
   b. Closed Primary
   c. Open Primary
   d. Blanket Primary
   e. Non-Partisan Primary
   f. General Election

   See Activity #4 for instructions.

5. After you complete your prescribed program of study, you will be able to list six criticisms of primary election.

   See Activity #5 for instructions.

6. After you complete your prescribed program of study, you will be able to describe political campaigns in terms of the following:

   a. Campaign Organization
   b. Campaign Techniques
   c. Campaign Expenses and Finances
   d. Legitimate Expenditures
   e. Illegitimate Expenditures
   f. Sources of Funds

   See Activity #6 for instructions.

7. After you complete your prescribed program of study, you will be able to list the advantages and disadvantages of the two party system in the United States.

   See Activity #7 for instructions.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on the Progress and/or Lap Test.

RESOURCES

__X__ American Civis by Hartley and Vincent; Goal VII, p. 561, Ch. 5, p. 111.

__X__ State and Local Government by J. F. Zimmerman; Goal I, pp. 65-69; Goal II, pp. 65-68; Goal III, pp. 70-73; Goal IV, pp. 74-75; Goal V, pp. 76-77; Goal VI, pp. 77-79.

__X__ American Political Parties by Wilfred E. Binkley, pp. 3, 29, 52, 206, 301.

____ Government by the People by W. H. Young.

____ Alexander Hamilton by Schachner.

Audio Video

Filmstrips and Cassettes:

____ "Origin of the Two Party System"

____ "The Rise of the Two Party System"

Films:

____ "Public Opinion in Our Democracy"

____ "Swear: The Game of Dirty Politics"

ACTIVITIES

Goal I, two days after starting Lap 4, you should have completed Goal I and II.

Goal III, three days after starting Lap 4, you should have handed in the organization of the two party system for the teacher's evaluation.

Goal IV, four days after starting Lap 4, you should have completed Goal IV and V in writing.

Goal VI, six days after starting Lap 4, you should have handed a description of campaigns in terms of goals listed in six.

Goal VII, eight days after starting Lap 4, Goal VII should be completed in writing.

Self-Evaluation

I. Match the following terms with their definitions:

Column A

_____ A. National Committee

_____ B. Precinct

_____ C. Polling Place

_____ D. Propaganda

_____ E. Caucus

Column B

1. Ideas used to try to make us do something or influence our opinions.

2. The largest of a political party's policy-making groups, representing the fifty states.

3. A voting district in which the polls are located.

4. A meeting of party members to decide policies.

5. The area in a building in which people cast votes.

II. True-False. Read each of the following statements carefully. If the statement is true, write the word"True" in the blank before the statement. If the statement is false write the word "False."

_____ 1. Primary Election gives the voters a chance to choose candidates to run in the general election.

_____ 2. A political party is an organization of people with similar ideas on public issues.

_____ 3. The platform is the agency which directs the activities of the party.

_____ 4. Candidates are men and women elected to office.

_____ 5. Electorial College is a name given to a group of college professors.

_____ 6. The electors are individuals in each of the fifty states.

_____ 7. Anti-federalists were those who favored a strong central government.

Section II - Political Parties in Action

1. After you complete your prescribed program of study, you will be able to state recent qualifications for registering and voting in the United States.

   See Activity #1 for instructions.

2. After you complete your prescribed program of study, you will be able to describe registration of voting in terms of:

   a. periodic registration
   b. permanent registration

   See Activity #2 for instructions.

3. After you complete your prescribed program of study, you will be able to identify the following in terms of voting:

   a. ballots
   b. Australian ballot
   c. Voting machine

4. After you complete your prescribed program of study, you will be able to describe voting in terms of the following:

   a. straight ticket voting
   b. split ticket voting
   c. independent ticket voting

   See Activity #4 for instructions

5. After you complete your prescribed program of study, you will be able to describe the procedures of a National Convention and show its relationship to the General Election.

   See Activity #5 for instructions.

6. After you complete your prescribed program of study, you will be able to describe the functions of the Electoral College System in the United States.

   See Activity #6 for instructions.

7. After you complete your prescribed program of study, you will be able to state the criticisms of the Electoral College System and list other proposals for electing the president of the United States.

   See Activity #7 for instructions.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on the Progress and/or Lap Test.

RESOURCES

__X__ American Civics by Hartley S. Vincent, Goal I, Ch. 5, pp. 118; Goal II, Ch. 5, pp. 121-122; Goal III, Ch. 5, pp. 120-121; Goal IV, Ch. 5, pp. 117 and 121; Goal V, Ch. 5, pp. 123-124; Goal VI, Ch. 5, pp. 126-127.

_____ Your Life as a Citizen by Smith; Goal VI, Ch. 11, pp. 468-467.

_____ World Book Encyclopedia, Vol. 6 "E", pp. 115- , Goal VI.

__X__ Encyclopedia Americana, Vol 10 "E", pp. 71-73.

Filmstrips and Cassettes:

_____ A Defense of the American Political Party System.

Films:

_____ True Story of an Election - "United States Election - How We Vote"

ACTIVITIES

Goal I, ten days after starting Lap IV, you should have completed Goal I and II in writing.

Goal III, twelve days after starting Lap IV, you should have completed Goals III and IV in writing.

Goal V, thirteen days after starting Lap IV, you should have handed in Goal V for the teacher's evaluation.

Goal VI and VII should be handed in for the teacher's evaluation fifteen days after starting Lap IV.

Self-Evaluation

I. Short answer questions: In the space provided place the correct word or words that best answer the statement.

_____1. a vote for all the candidates of one party

_____2. to vote for candidates of both parties

_____3. a voter, who is not a member of any party

_____4. the area in a building in which people cast votes

_____5. to have one's name placed on the official list of those eligible to vote

II: True-False

_____1. The correct age for voting in presidential election is 21 years old.

_____2. Wards are not election districts.

Section III - Political Parties and Pressure Groups

BEHAVIORAL OBJECTIVES

1. After you complete your prescribed program of study, you will be able to compare and contrast political parties to pressure groups.

   See Activity #2 for instructions.

2. After you complete your prescribed program of study, you will be able to state and described kinds of pressure groups.

   See Activity #2 for instructions.

3. After you complete your prescribed program of study, you will be able to describe the organization of the pressure groups in terms of:

   a. permanent headquarters
   b. public relations
   c. paid lobbyists

   See Activity #3 for instructions.

4. After you complete your prescribed program of study, you will be able to describe the influence of pressure groups in terms of the following:

   a. party leaders
   b. endorsement of candidates
   c. public officials

   See Activity #4 for instructions.

5. After you complete your prescribed program of study, you will be able to describe the role of the state government in regulating the activities of pressure groups.

   See Activity #5 for instructions.

6. After you complete your prescribed program of study, you will be able to identify "lobbyists" and list the advantages and disadvantages of pressure groups in the United States.

   See Activity #6 for instructions.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on the Progress and/or Lap Test.

RESOURCES

X State and Local Government by J. F. Zimmerman; Goal I, pp. 79-80; Goal II, pp. 80-82; Goal III, p. 83; Goal IV, pp. 84-85; Goal V, pp. 85-86.

X American Civics by Hartley and Vincent; Goal VI, Ch. 5, pp. 112-113.

____ Your Life as a Citizen by Smith.

____ World Book Encyclopedia, Vol. 12 "L", Goal VI, pp. 362.

Filmstrips and cassettes:

X Criticism of the American Political Party System; Goal VI.

ACTIVITIES

Goal I, seventeen days after starting Lap IV, you should have completed Goals I and II in writing.

Goal III, nineteen days after starting Lap IV, you should have described the organization of pressure groups. This should be handed in for the teacher's evaluation.

Goal IV, twenty days after starting Lap IV, Goal IV should be handed in for the teacher's evaluation.

Goal V and VI should be completed twenty-three days after starting Lap IV in writing.

I. True-False: Read each of the following statements carefully. If the statement is true, write the word "true" in the blank before the statement. If the statement is false, write the word "false."

_____ 1. Pressure groups seek to create favorable public opinion and to influence the conduct of government.

_____ 2. Pressure groups nominates candidates to public officers.

_____ 3. Some of the powerful pressure groups are the American Farm Bureau Federation, the State Grange, and the Farm Union.

_____ 4. One of the basic functions of the pressure groups is to represent various interests before legislative bodies and administrative officials.

_____ 5. Lobbyists are agents who attempt to influence legislation.

II. Answer the following questions:

1. Describe the organization of Pressure Groups in terms of:

   a. Permanent Headquarters
   b. Public Relations
   c. Paid Lobbyists

2. Describe the role of the state government in regulating the activities of pressure groups.

III. Multiple Choice:

1. A minor third party in the Unites States is the _____.

   a. Republican Party
   b. Democratic Party
   c. Socialist Party
   d. None of these

2. A law which limits the amount of money a political party can spend in campaigns is the _____.

   a. Judiciary Act
   b. Writ of Habeas Corpus
   c. Bill of Attainner
   d. Corrupt Practices Act

3. The third party which in the 1900's favored the regulation of alcoholic beverages was the _____.

   a. Socialist Party
   b. Prohibition Party
   c. Communist Party
   d. None of these

4. A political party which favors government ownership and control of business and power in the hands of a few people who are not responsible to the voters is the _____.

ADVANCE STUDY

1. Prepare bulletin board displays of

   a. sample ballots
   b. Campaign materials
   c. cartoons and clippings dealing with politics and elections

2. If you are studying this LAP around election time, conduct a get-out the vote compaign.

3. Using poster paper, you may prepare an electoral map of the United States. List the six states that have more than 20 electoral votes. List the states that have less than 5 electoral votes. List the number of electoral votes for South Carolina. Reference: Your textbook.

4. You may draw a map of the United States on the apportionment of Representatives in the U. S. Congress from 1962-1971. Reference: Your Life As A Citizen p. 118.

5. As a class project, you may plan a mock election using speeches, posters, and election campaigning. If a local, state or national election is going on at this time, base the mock election on this real election.

6. You may do a written report on how to read:

   a. newspapers b. magazines

7. As a class project, you may conduct a press conference. Have one student to represent a well known political personality. Then select 5 students to be reporters and one student to act as a press secretary for the person being interviewed. The following information should be included in the news report.

Advance Study (cont.)

a. Completeness of Coverage

b. Accuracy in quoting

c. Readability

8. Students may watch and listen to current movies on television or at the theater for information that deals with social or political problems. These will be done orally.

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LEARNING ACTIVITY PACKAGE

YOUR EDUCATIONAL AND VOCATIONAL FUTURE

SO 007 564

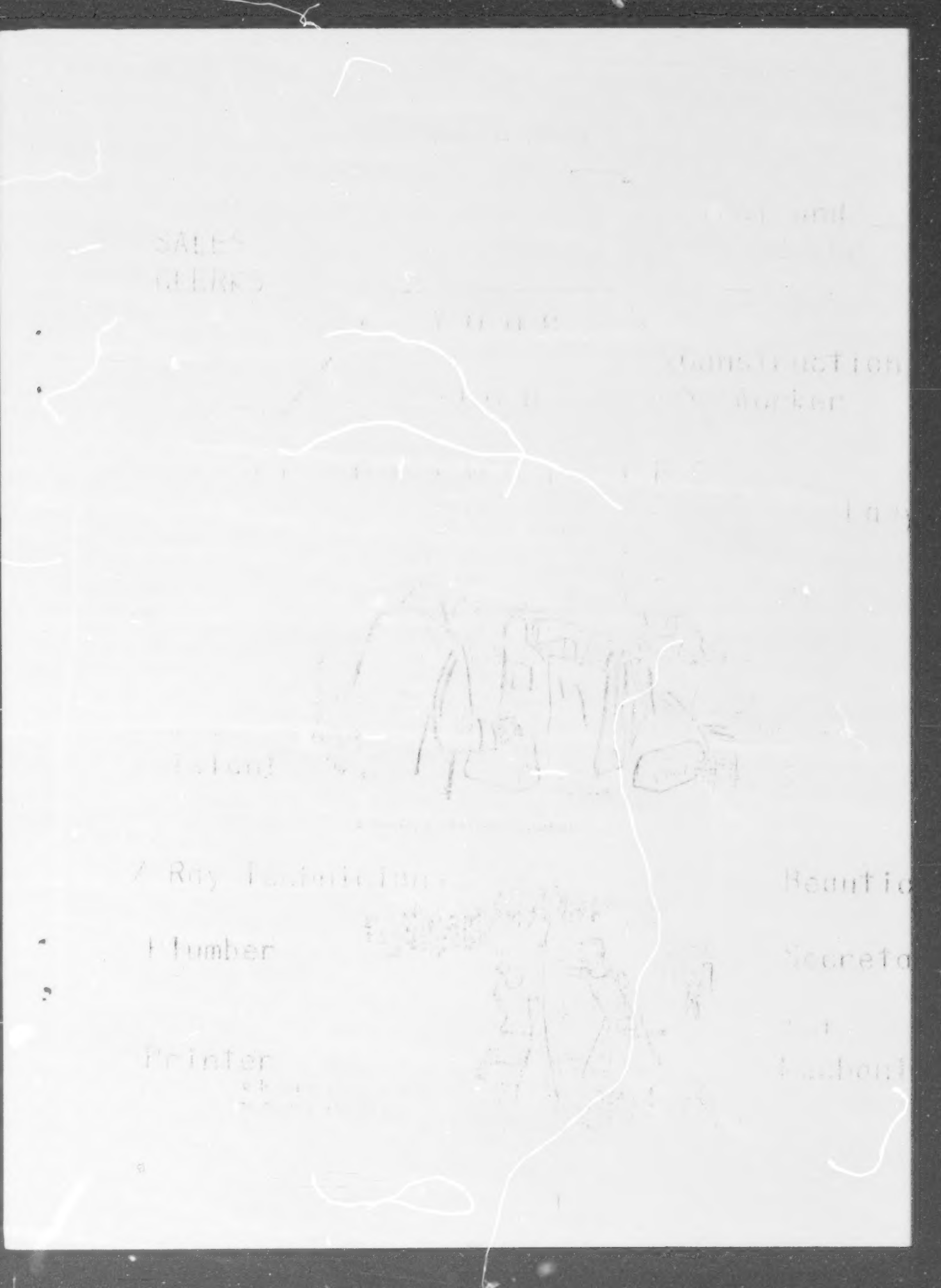
Ninety Six High School
Ninety Six, S.C.

American Civics 93

REVIEWED BY

LAP NUMBER 6

WRITTEN BY B. C. Calhoun



Testing:

1. Progress Test - to be taken after Section II.

2. LAP Test - to be taken after Section III. The majority of the questions on the LAP test will be taken from Sections II and III, but you will be responsible for material in Section I also.

Activities:

1. Essays must be written as follows:

   a. Use ink or typewriter.

   b. Use correct grammar, spelling and punctuation.

2. Maps must be neatly drawn and/or labeled.

3. Charts must be neatly drawn and/or labeled.

4. Hand all work handed into your teacher according to the acceptable form used in your English classes.

Advanced Study:

1. This may be done for extra credit.

2. See your teacher before beginning an Advanced Study project.

3. All written advanced study work must be completed neatly, using correct English.

SECTION 1 - THE STRUCTURE OF EDUCATION IN THE UNITED STATES

Behavioral objectives:

1. After you complete your prescribed program of study, you will be able to write a definition for sixteen of the seventeen vocabulary words or phrases listed below.

a. education	g. [illegible]	m. [illegible]
b. tutor	h. [illegible]	n. local school districts
c. study aids	i. Office of Education	o. parochial school
d. kindergarten	j. cultural heritage	p. consolidation
e. curricula	k. local school board	q. extracurricular activities
f. desegregate	l. property tax	

2. After you have completed your prescribed course of study, you will be able to list the jobs or duties of each of the following terms in education.

a. local school board
b. local superintendent
c. State Department of Education
d. state superintendent
e. Office of Education (in the H.E.W. Department)

3. After you have completed your prescribed program of study, you will be able to write two purposes of education in the U.S. and then you will be able to list the seven cardinal principles of secondary education.

4. After you have completed your prescribed course of study, you will be able to describe America's first schools in terms of their growth and functions.

5. After you have completed your prescribed program of study, you will be able to describe the value of a good education in terms of:

a. earning money and having purchasing power
b. training better citizens
c. making a better community

6. After you have completed your prescribed course of study, you will be able to describe federal aid to education in terms of:

a. Land Ordinance of 1785
b. Morrill Act 1862
c. Vocational Education 1917
d. National Defense Education Act 1958
e. Elementary & Secondary Education Act 1965

7. After you have completed your prescribed course of study, you will be able to name five schools that are completely financed by the federal government.

8. After you have completed your prescribed course of study, you will be able to construct a bar graph showing the percentage that the Federal, State and Local Governments spend in financing education in the public schools.

9. You will be able to answer the following:

a. What are the three main sources of money that pay the cost of your educatio
b. How is property tax assessed?
c. What are inheritance taxes?

10. After you complete your prescribed course of study, you will be able to state and explain the amendment that gave the states the right to establish an educational system.

X American Civics

Obj. 4 - chapter 18, pp. [illegible]
Obj. 6 - chapter 3, pp. 66-67
Obj. 7 - chapter 18, pp. 387-388
Obj. 8 - pp. 387-388
Obj. 9 - p. 390

X Your Life as a Citizen, H.F. Smith
Obj. 5 - chapter 3, pp. 66-68
Obj. 6 - chapter 3, p. 68
Obj. 7 - chapter 3, p. 65

American Government, Manpower
Obj. 1 - chapter 35, pp. 621-635 (library, 342-373)
Obj. 2 and 3 - chapter 35

Your Life as a Citizen, H.F. Smith
Obj. 1 - chapter 3, pp. 53-72
Obj. 2 & 3 - chapter 3
Obj. 4 - chapter 3, pp. 53-58
Obj. 5 - chapter 3, p. 58
Obj. 6 - chapter 3, p. 65 and pp. 327-330

Your Place in the Future, H.F. Smith
Obj. 4 - pages 7 - 8, 9-10

Foundation of the Public Schools in South Carolina, J.F. Thomas (p. 379)

ACTIVITIES

Obj. 1 - Definitions.

Obj. 2 - Two days after the starting of LAP 6, list and explain the duties of the local, state and federal officials in education.

Obj. 3 - Two days after starting LAP 6, you should have written two purposes of education and the seven Cardinal Principles in your "notebook".

Obj. 4 - Four days after starting LAP 6, you should have written an essay of 200 words - "Describing the Growth of the First Public Schools and Their Functions". (Hand this in to your Teacher for evaluation.)

Obj. 5 - Six days after starting LAP 6, you should have written a report on the value of education in terms of:

a. Earning money and purchasing power
b. Training better citizens
c. Making a better community

This written report will be discussed in small groups at a designated time.

Obj. 6 - Seven days after starting LAP 6, describe the federal aid programs to education.

Obj. 7 - Eight days after starting LAP 6, list the schools that are completely financed by the federal government.

Obj. 9 - [illegible] and explained the amendment [illegible] establish their educational system in your home state.

NOTEBOOKS WILL BE CHECKED BY THE TEACHER.

ADVANCED STUDY

1. You and two other students may participate in a survey on the effectiveness of recent changes in education in your school to challenge the gifted students and yet meet the needs of the slow learners.

2. You may trace the development of public education in your community.

3. You may do a written report on the life of Horace Mann.

4. You and two other students may draw up a plan or diagram showing the organization of the school system in your state, indicating the state officials who have something to do with education, the local officials, the classifications of school districts and any other facts that you think are important.

5. Write an essay of 200 words or more on the "Financial Role of the Federal Government in Education".

TRUE-FALSE: Read each of the statements below. Decide if the statement is true, write the word "true" in the blank before the statement. If the statement is false, write the word "false".

_____ 1. Cultural heritage is anything learned from the past.

_____ 2. One of the main purposes of education is to develop each American citizen.

_____ 3. Kindergartens are schools for six and seven year old children.

_____ 4. Property tax is a tax paid on your income.

_____ 5. The office of education is a division of the agricultural department.

ANSWER THE FOLLOWING QUESTIONS.

1. List two of the seven Cardinal Principles of Secondary Education.

   a.

   b.

2. Name two of the first schools in America and their functions.

   a.

   b.

to define [illegible] be able
[illegible] below:

a. interest inventory
b. cooperative education
c. aptitude tests
d. motor skills
e. perceptual skills
f. medical technician
g. number skills
l. manual
m. achievement
n. technical school

2. As a result of reading Part V of "You: Today and Tomorrow", you will be able to state some general ways of identifying people's interests.

3. After you complete your prescribed program of study, you will be able to make an evaluation of your own interests by filling out an interest log and the Kuder General Interest Survey.

4. After you complete your prescribed course of study, you will be able to state and describe the six occupational levels in a chart.

5. After you complete your prescribed course of study, you will be able to give a description of five interst fields and related occupations and then you will decide which two fields best describe your own interests.

6. After you complete your prescribed program of study, you will be able to write a 100 word (or more) essay on "The Importance of Choosing the right Career".

Optional: For extra credit, you may select an occupation that you are interested in and do a written report to be presented to the class. Pictures of the occupation should be on display.

7. This objective is optional. After you complete your prescribed program of study, you will be able to investigate at least one occupation that you are interested in (in terms of the following):

a. the nature of the occupation
b. personal requirements
c. present and future opportunities
d. summarize your findings

UNLESS OTHERWISE INDICATED, FULFILLMENT OF THESE OBJECTIVES WILL BE ON THE PROGRESS AND/OR LAP TESTS.

RESOURCES

X American Civics by H.F. Smith
Obj. 1 - chapter 17, pp. 356-369
Obj. 2 - chapter 17, pp. 363-364
Obj. 6 - chapter 17, pp. 356-367

__ Your Life as a Citizen by H.F. Smith
Obj. 1 - chapter 24, pp. 483-500
Obj. 2 - chapter 24, pp. 484-488
Obj. 5 - chapter 24, p. 485
Obj. 6 - chapter 24, pp. 484-501

X I Find My Vocation

___ Your Career

___ Vocation for Boys by William S. Stoner (Lib. 371.42)

___ How to Get a Job and Keep It by Frank S. Endicott (booklet)

Filmstrips and Tapes:

Set O-3 "Career Opportunities" I - 32

___ "New Career Opportunities" - 337

___ "Your Life of Work" - 341

___ "Interests Pay Off" - 341

X "How to Study Occupations" - 505

1. You may do research on the career opportunities in Greenwood County. This should include careers available to you in this area, qualifications, and the job demand for the careers in this area.

2. Report to the class on a book you have read on American Education.

3. Draw a cartoon showing the difficult problems that a school dropout faces.

4. You may do an essay of 300 words or more on "The History of the Public School in South Carolina".

5. You may construct a chart on the academic and vocational schools in South Carolina.

6. You may state and describe the eight occupational areas in a written composition.

LEVEL 1 Professional & Managerial (highest)		
LEVEL 2 Professional & Managerial (less authority)		
LEVEL 3 Semi-Professional & Small Business		
LEVEL 4 Skilled		
LEVEL 5 Semi-Skilled		
LEVEL 6 Unskilled		

THIS SHOULD BE HANDED IN FOR TEACHER EVALUATION.....

TRUE-FALSE: Read each of the statements below. If the statement is true, write the word "true" in the blank provided. If the statement is false, write the word "false" in the blank provided.

_____ 1. Aptitude tests indicate one's interests and abilities.

_____ 2. Motor skills are the ability to work with numbers rapidly and accurately.

_____ 3. Cooperative education is on-the-job training.

_____ 4. Verbal skills are not based on words, written or orally.

_____ 5. Manual skills are based on training through practice.

ANSWER THE FOLLOWING QUESTIONS.

1. List two occupational levels.

   a.

   b.

1. After you have completed your prescribed course of study, you will be able to describe the free enterprise economic system in America. You will also be able to list and identify the two freedoms that our economic system is based upon.

2. After you complete your prescribed course of study, you will be able to list the qualifications for the skilled, semi-skilled and unskilled workers.

3. After you complete your prescribed course of study, you will be able to compare and contrast the professional workers, the technicians, and the managers. This should be turned in for teacher evaluation.

4. After you complete your prescribed course of study, you will be able to describe the skilled workers, the self-employed workers and the service workers. Then you will be able to diagram a chart.

5. After you have completed your prescribed program of study, you will be able to do research on the jobs that are in demand in the U.S. as a whole.

   a. Make a list of the jobs that are in demand in Greenwood County.
   b. Using poster paper, you will prepare a HELP WANTED COLUMN.

6. After you have completed your prescribed course of study, you will be able to draw and label the chart on page 340 of the American Civics text or page 486 of Your Life as a Citizen. Be prepared to discuss the chart in small groups.

7. After you have completed your prescribed course of study, you will be able to list job opportunities for high school graduates in the following areas:

   a. Federal Government b. Health c. America's Armed Forces

8. After you have completed your prescribed course of study, you will be able to fill out at least one job application.

UNLESS OTHERWISE INDICATED, FULFILLMENT OF THESE OBJECTIVES WILL BE ON THE PROGRESS AND/OR LAP TESTS.

RESOURCES

X American Civics by Hartley & Vincent
- Obj. 1 - chapter 12, pp. 262-64
- Obj. 2 - chapter 16, pp. 342-344
- Obj. 3 - chapter 16, pp. 342-345
- Obj. 4 - chapter 16, pp. 338-342
- Obj. 5 - chapter 16, pp. 349-352
- Obj. 7 - chapter 16, pp. 346-348

Building Citizenship by C.H.W. Pullen
- Obj. 1 - chapter 16, pp. 301-317
- Obj. 3 - chapter 16, pp. 301-319
- Obj. 4 - chapter 25, pp. 523-545
- Obj. 7 - chapter 25, pp. 523-545

American Government by Magruders
- Obj. 2 - chapter 2, pp. 34-35

You: Today and Tomorrow by Martin P. Katz
- Obj. 4 & 5 - pp. 65-70

___ Your Life as a Citizen

___ Career Opportunities

Newspapers:

X State Paper - Obj. 5

X Index Journal - Obj. 5

ACTIVITIES

Obj. 1 - Twenty days after starting LAP 6, you should have described the free enterprise or capitalism system in your "notebook".

Obj. 2 - Twenty-one days after beginning LAP 6, you should list the qualifications for the skilled, semi-skilled and unskilled workers in your notebook.

Obj. 3 - Twenty-three days after starting LAP 6, you should have handed in your comparison and contrast work of the professional technicians and managers for teacher evaluation.

Obj. 4 - Your chart for objective 5 should be drawn in the following order and should be turned in to the teacher not later than twenty-five days after starting LAP 6.

JOB TITLES

SKILLED WORKERS	SELF-EMPLOYED WORKERS	SERVICE WORKERS

Obj. 5 - Twenty-seven days after starting LAP 6, you have turned in a list of jobs that are in demand in the U.S. and Greenwood County and the bar graph on p. 340 of the American Civics or p. 486 of Your Life as a Citizen. This will be for teacher evaluation.

ADVANCED STUDY

1. Write an essay on "My Future Career". Gather facts about a possible career for you and organize them into a presentation which describes the kind of work you would like, the training necessary, the skills required, the salary, other rewards and the way in which this job contributes to the welfare of others.
2. Construct a chart showing the different kinds of jobs which may be listed under the following headings.
   a. professions
   b. technicians
   c. skilled labor
   d. semi-skilled
   e. unskilled labor
3. You may form a committee and invite the school's counselor to talk with your class about job opportunities. Make a list of questions you would like the counselor to answer. Then when she speaks with the class, she will know the kind of jobs that interest the group. The teacher should be given a copy of the questions and the date that the counselor plans to speak with the class.

MATCHING:

___ 1. Electrician

___ 2. Apprentice

___ 3. Semi-skilled worker

___ 4. Unskilled workers

___ 5. Self-employed

c. serves a term as helper

d. Ditch digger

e. Skilled worker

ANSWER THE FOLLOWING QUESTIONS:

1. List two job areas that are in demand in the United States.

   a.

   b.

2. List two types of jobs available to high school graduates in health occupations.

   a.

   b.

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LEARNING

ACTIVITY

PACKAGE

SPENDING YOUR MONEY WISELY

SO 002564

Ninety Six High School - Ninety Six, S.C.

AMERICAN CIVICS 93

REVIEWED BY

LAP NUMBER 7

WRITTEN BY B.C. Calhoun

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SECTION I - MONEY AND ITS USES IN THE UNITED STATES

Behavioral Objective 1:

After you have completed your prescribed program of study, you will be able to study the history and development of money in the United States.

Activities:

Write an essay of two pages or more on the history and development of money.

Behavioral Objective 2:

After you have completed your prescribed program of study, you will be able to describe our monetary system in terms of:

a. how paper money is made
b. how coins are made
c. what the American gold standard is
d. what the difference is between monometalism and bimetalism
e. which of the two do we use

Behavioral Objective 3:

After you have completed your prescribed program of study, you will be able to identify and discuss the purposes of the following U.S. paper money.

a. silver certificates
b. Federal Reserve notes
c. U.S. notes
d. gold certificates

Behavioral Objective 4:

After you complete your prescribed program of study, you will be able to discuss reasons why many Americans use checkbook money.

Activities:

1. List the one main disadvantage of using checks.

2. In small groups, discuss the advantages of using checks when paying bills or shopping.

Behavioral Objective 5:

After you complete your prescribed program of study, you will be able to explain the business purposes that money serves.

a. medium of exchange
b. a measure of value

Behavioral Objective 6:

Today each nation of the world has its own supply of money. Money is alike throughout the world in four important ways. After you have completed your prescribed program of study, you will be able, in small groups, to prepare a picture chart explaining the four common features of currency.

Activities:

You may select any country except the U.S. and list ways in which the money is made. Then compare the common features of their money with the U.S. money.

Behavioral Objective 7:

After you read and study pages 298-299 of the American Civics, you will be able to demonstrate your knowledge of money by answering the following questions:

a. Who makes and owns the American money?
b. What is currency?
c. What is legal tender?
d. What percentage of American money is in coins?
e. When were American coins made with gold? What chemical element is used to make coins today?

Behavioral Objective 8:

After you have completed your prescribed program of study, you will be able to write a report on the Bureau of Engraving and Printing office.

Activities:

Illustrate the influence of the U.S. Treasury Department over the Bureau of Engraving and Printing.

UNLESS OTHERWISE INDICATED, FULFILLMENT OF THESE OBJECTIVES WILL BE ON THE PROGRESS AND/OR LAP TESTS.

RESOURCES

Books:

___ American Civics by Hartley & Vincent; Obj. 4, pp. 298-299; Obj. 5, 6 and 7

___ Coins and Currency by _____; Obj. 1, pp. 10-20; Obj. 2, p. 10-30

___ Your Life as a Citizen by Smith & Bruntz; Obj. 3

___ World Book Encyclopedia; Obj. 8

___ Money in Your Pocket by Price Patton; pp. 50-55

___ The Book of Thrift by T.D. MacGregor; pp. 50-57

Filmstrips and Tapes:

_X_ "Money and You" HK/178

Films:

___ "Money and Its Uses"

SELF EVALUATION

TRUE-FALSE: Place "T" if true and "F" if false.

____ 1. Money can be used as a medium of exchange.

____ 2. Money as a measure of value is determined according to prices of goods and services.

____ 3. The U.S. has a bimetallistic system because gold and silver are used to back our coins and paper money.

____ 4. Coins are being made today from the chemical element aluminum because of the high prices of copper.

____ 5. The Treasury of the U.S. and the Federal Reserve banks are handlers of U.S. money.

____ 6. Checks are legal tender because they are backed by the state governments.

____ 7. Coins and paper money are not legal tender because they are backed by individual citizens.

MULTIPLE CHOICE: Circle the correct answer.

1. Three chief kinds of money are:

   a. currency b. gold and silver bars c. deposits in banks d. collateral

   (1) a and b are correct (2) a,b, & c are correct (3) a,b,c, & d are correct

2. Money is alike throughout the world in these ways:

   a. easy to carry and takes up very little space
   b. durable
   c. easy to add, multiply and divide
   d. made in standard form and guaranteed by federal government

3. Paper money was first made in:

   a. China b. India c. Canada d. United States

4. All U.S. coins are minted at the Federal Bureau of Engraving and Printing in:

   a. Philadelphia and Denver
   b. Chicago and Brooklyn
   c. Columbia and Charleston
   d. Miami and Jacksonville

5. The Bureau of Engraving and Printing is under the supervision of the:

   a. State Department
   b. Treasury Department
   c. Department of Defense
   d. Department of Labor

6. The first national paper money was issued by the thirteen colonies in:

   a. 1974 b. 1775 c. 1865 d. 1607

7. The first U.S. coin was a one-cent piece minted in:

   a. 1787 b. 1863 c. 1940 d. 1775

8. The engraving and printing of paper money is done at the Bureau of Engraving in:

   a. Washington b. Washington D.C. c. Denver, Colorado d. Philadelphia

SELF EVALUATION continued:

ANSWER THE FOLLOWING QUESTIONS:

1. Identify each of the following:

   a. United States notes

   b. Federal Reserve notes

2. Where is each of the following metals kept in the U.S.

   a. silver

   b. gold

SECTION II - WHAT IS THE FEDERAL RESERVE SYSTEM?

Behavioral Objective 1:

After reading the prescribed resources, you will be able to demonstrate your knowledge of the Federal Reserve System.

Behavioral Objective 2:

After reading the prescribed resources, you will be able to illustrate your knowledge of the history of the Federal Reserve System.

Behavioral Objective 3:

After reading the organization of the Federal Reserve System, you will be able, in small groups, to discuss how the Federal Reserve System is set up and to list the duties of the three major parts.

Behavioral Objective 4:

After you complete your prescribed program of study, you will be able to do the following:

a. Illustrate how the reserve requirements can increase and decrease credit in the U.S.
b. State who makes up the Federal Open Market Committee.
c. State how the Federal Open Market Committee can reduce bank reserves and increase bank reserves?
d. State what the Federal Reserve note is, and what the government uses to back these notes.

Activities:

Look at the following bills and list the name of the Federal Reserve bank that is on each bill.

a. one dollar bill
b. five dollar bill
c. ten dollar bill
d. twenty dollar bill

Behavioral Objective 5:

Draw a map of the U.S. upon completion of this objective and you will be able to demonstrate your knowledge of each Federal Reserve district by cutting or marking each district.

a. Each district bank should be indicated by placing a star.
b. Each branch bank should be indicated by a dot (or period).
c. List the number of Federal District Banks.
d. List the number of Branch Banks.

Behavioral Objective 6:

After you complete your prescribed program of study, you will be able to discuss the purposes of the Federal Reserve System.

RESOURCES

Books:

X World Book Encyclopedia, Vol. 1,2,3,4,5 and 6

___ American Civics by Hartley & Vincent

___ Your Life as a Citizen by Smith

Booklets:

___ "The Federal Reserve" and other pamphlets

SELF EVALUATION

TRUE-FALSE:

___ 1. The U.S. is divided into fourteen Federal Reserve districts.

___ 2. The Federal Reserve System aids and regulates most American banks.

___ 3. The national banks are required to be members of the Federal Reserve System.

___ 4. The Federal Reserve System is managed by the Federal Reserve Board of Governors.

___ 5. The Federal Reserve System was established by Congress in 1913 under Wood Wilson's administration.

___ 6. The Federal Reserve Banks serve only the federal government and member banks.

___ 7. The Board of Governors are appointed by the President of the U.S.and the House of Representatives.

___ 8. The Board of Governors has seven members who serve a 14-year term.

___ 9. The Open Market Committee can reduce bank reserves by selling bonds to member banks or individuals.

___ 10. If the Federal Reserve Board increases the amount of funds a bank must keep on hand, this makes it more difficult for individuals to borrow money.

SECTION III - HOW TO BUDGET AND SAVE MONEY

Behavioral Objective 1:

After you complete your prescribed program of study, you will be able to describe the value and wise use of an allowance at an early age and then you will prepare an individual spending plan.

Activities:

Using your weekly or monthly allowance, prepare an individual spending plan.

Behavioral Objective 2:

After you complete your prescribed program of study, you will be able to state an imaginary yearly salary and then identify the following:

a. gross income b. deductions c. net income

Activities:

Assume that you are the head of a family of four with a net income of _____ a month. Demonstrate how you would budget this amount of money in order to achieve maximum utilization and provisions for savings.

Using your budget, list ways of saving in each category. Example: how can you save when purchasing food?

Behavioral Objective 3:

After you complete your prescribed program of study, you will be able, in small groups or individually with teacher help, to discuss ways of keeping down the family food bill by knowing what brand names and grade products to purchase.

Activities:

1. Identify beef and veal in terms of the official U.S. grades below:

   a. U.S. Prime b. U.S. Choice c. U.S. Good d. U.S. Standard

2. You will do individual or group projects to determine what federal grades are used in your local stores in terms of:

   a. meats b. eggs c. bacon d. cheese e. etc.

Behavioral Objective 4:

After you complete your prescribed program of study, you will be able to list and explain the advantages of budgeting.

Behavioral Objective 5:

After you complete your prescribed program of study, you will be able to define impulse buying and list the disadvantages of impulse buying.

Behavioral Objective 6:

After you complete your prescribed program of study, you will be able to discuss informational aids to buyers for making wise choices in merchandise.

Behavioral Objective 7:

After you complete your prescribed program of study, you will be able to list and explain the three major responsibilities of a consumer and give examples of each.

[illegible]

In small groups, read and discuss information on Consumer's Law, Consumer's Organizations and good buying practices.

Behavioral Objective 8:

After you complete your prescribed program of study, you will be able to illustrate ways in which each of the following agencies protect the consumer.

a. Food and Drug Administration
b. Department of Commerce
c. Department of Agriculture
d. Department of Interior
e. Federal Trade Commission
f. Department of Labor
g. Better Business Bureau

Behavioral Objective 9:

After reading the Consumer's Report, you will be able to select three different brand names for a particular product and find out how the magazine rates each.

Behavioral Objective 10:

After you complete your prescribed program of study, without the use of references, in small groups you will be able to list and discuss ways in which a wise consumer may save money when shopping.

OPTIONAL (EXTRA CREDIT):

Behavioral Objective 11:

After reading and studying pages 61-81 of the Consumer and His Dollar, you will be able to discuss the pros and cons of advertising in small groups. This will be evaluated according to individual participation.

UNLESS OTHERWISE INDICATED, FULFILLMENT OF THESE OBJECTIVES WILL BE ON THE PROGRESS AND/OR LAP TESTS...

RESOURCES

Books:

X Children Spending; Obj. 1, pp. 1-30

X The Consumer and His Dollar by Schoenfeld & Natella; Obj. 2, pp. 88, 154-157; Obj. 3, pp. 150-157; Obj. 4, pp. 1-50; Obj. 7, pp. 22-30 and p. 50; Obj. 9, pp. 61-81

RESOURCES continued:

___ Civics for Americans by Charles Beard, pp. 415-417

Booklets and Magazines:

___ "The Responsible Consumer; Obj. 6

___ "The Consumer's Report, Obj. 8

___ "Good Housekeeping", Obj. 9

Filmstrips:

X "Spending Your Money Wisely" by Money Management

___ "The World of Money" by Money Management

SELF EVALUATION

DEFINE THE FOLLOWING TERMS:

1. brand names

2. gross income

3. net income

4. deductions

5. budget

ANSWER THE FOLLOWING QUESTIONS:

1. If a refrigerator costs $300.00 and you paid $15.00 down with 12 monthly payments of $25.92, what is the total cost of credit? _____

   What is the simple annual interest rate? _____

2. List two advantages of budgeting.

   a.

   b.

3. List five ways which a wise consumer can save money when shopping for food.

   a.
   b.
   c.
   d.
   e.

4. List two ways in which advertising helps the consumer.

   a.

   b.

5. List two products that carry the Good Housekeeping Seal.

   a. b.

6. List the three major things that a responsible consumer should know.

   a.

   b.

   c.

7. List and explain the duties of two Consumer's Organizations.

cont'd.

SELF EVALUATION continued:

8. What does "good" mean in terms of purchasing beef and veal?

9. List ways in which buying by grade can help keep the cost of foods down?

10. List two duties of the Better Business Bureau.

    a.

    b.

11. Does Greenwood have a Better Business Bureau organization?

12. List two duties of the Federal Trade Commission.

    a.

    b.

SECTION IV - LENDING INSTITUTIONS

Behavioral Objective 1:

After you have completed your prescribed program of study, you will be able to list the different views on consumer's credit by the American people before and after the World Wars.

Behavioral Objective 2:

After you complete your prescribed program of study, you will be able to list and explain the five kinds of credit that are available to consumers, and to list the advantages and disadvantages of using these kinds of credit.

In small groups discussions, you will be able to discuss ways of keeping your credit costs to a minimum.

Behavioral Objective 3:

After you complete your prescribed program of study, you will be able to list and describe four types of lending institutions, and answer the following:

Which Lending Institutions offer the lowest interest rates?

The advantages of Credit Unions.

The advantages and disadvantages of borrowing money on your Life Insurance policy.

The advantages and disadvantages of borrowing money from small loan or consumer finance companies.

Behavioral Objective 4:

After you complete your prescribed program of study, you will be able to illustrate the simple interest rate by finding the cost of credit when borrowing money. (The first step is to learn the formula for finding the true annual interest rate by using the basic procedures used in The Consumer and His Dollar - pp. 184-187.)

Behavioral Objective 5:

After you complete your prescribed program of study, you will be able to discuss, in small groups, hints for using credit wisely .

Behavioral Objective 6:

After you complete your prescribed program of study, you will be able to define collateral and list goods that can be used as collateral, and to answer the following question.

What happens if the borrower cannot repay the money?

Behavioral Objective 7:

After you complete your prescribed program of study, you will be able to explain how the Truth-in-Lending Act (Title I of the Consumer's Protection Act) protects the consumer when borrowing money.

Behavioral Objective 8:

After you complete your prescribed program of study, you will be able to demonstrate your knowledge of the filmstrip credit buying by answering questions that the teacher will have for you.

UNLESS OTHERWISE INDICATED, FULFILLMENT OF THESE OBJECTIVES WILL BE ON THE PROGRESS AND/OR LAP TESTS...

RESOURCES

Books:

X American Civics by Hartley & Vincent; pp. 312-313; Obj.6, p. 316

X The Consumer and His Dollars by Schoenfeld & Natella; Obj. 1, pp. 169-172; Obj. 2, pp. 178-180; Obj. 3, pp. 182-184; Obj. 4, pp. 185-187; Obj. 5, p. 188; Obj. 7, 189-190.

___ Building Citizenship by C.H.W. Pullen; pp. 413-416

___ American Government by Bruntz & Bremer; chapter 23, pp. 444-445

___ Buy Now, Pay Later by H. Black

___ Money in your Pocket by Price Patton;

___ World Book Encyclopedia

Booklets:

___ "It's Your Credit, Manage It Wisely"

___ "Buyer Be Wary" by S. Margolius

Filmstrips:

___ "Your Money and You" HK/178

___ "You, the Shopper"

___ "Credit Buying" HK/178 (Obj. 8)

SELF EVALUATION

MULTIPLE CHOICE:

1. Services that commercial banks provide are:

   a. checking accounts
   b. savings accounts
   c. loans
   d. all of these
   e. none of these

2. Some loans that are available to the public are:

   a. home mortgages
   b. car loans
   c. personal loans
   d. all of these
   e. none of these

3. The simple interest rate is usually:

   a. 6% b. 8% c. 12% d. 14%

4. Small loan companies charge more for loans than:

   a. credit unions
   b. commercial banks
   c. savings and loan banks
   d. none of these
   e. all of these are correct

5. Circle the term that means to use your money to make more money.

   a. interest b. loans c. checks d. currency

6. Long-term credit to be paid back in part payments is called:

   a. legal tender b. price c. installment credit d. price

7. After a bank is chartered to do business, it:

   a. is free to do as it wishes
   b. may coin and print money
   c. is not responsible for its debts
   d. is inspected by a government official regularly

8. The type of bank that makes loans, handles checking accounts and has savings departments is called a:

   a. savings bank
   b. commercial bank
   c. Federal Reserve Bank
   d. banker's bank

9. Credit is built upon:

   a. trust b. money c. Constitution d. need

10. Property used to guarantee that a loan will be repaid is called:

    a. interest b. security c. collateral d. installment

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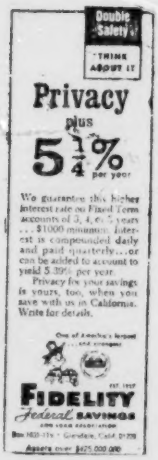
LAP

LEARNING ACTIVITY PACKAGE

"ACCOUNTING FOR AND PROTECTING YOUR INCOME"



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Ninety Six High School
Ninety Six, S.C.

AMERICAN CIVICS 93

REVIEWED BY _____

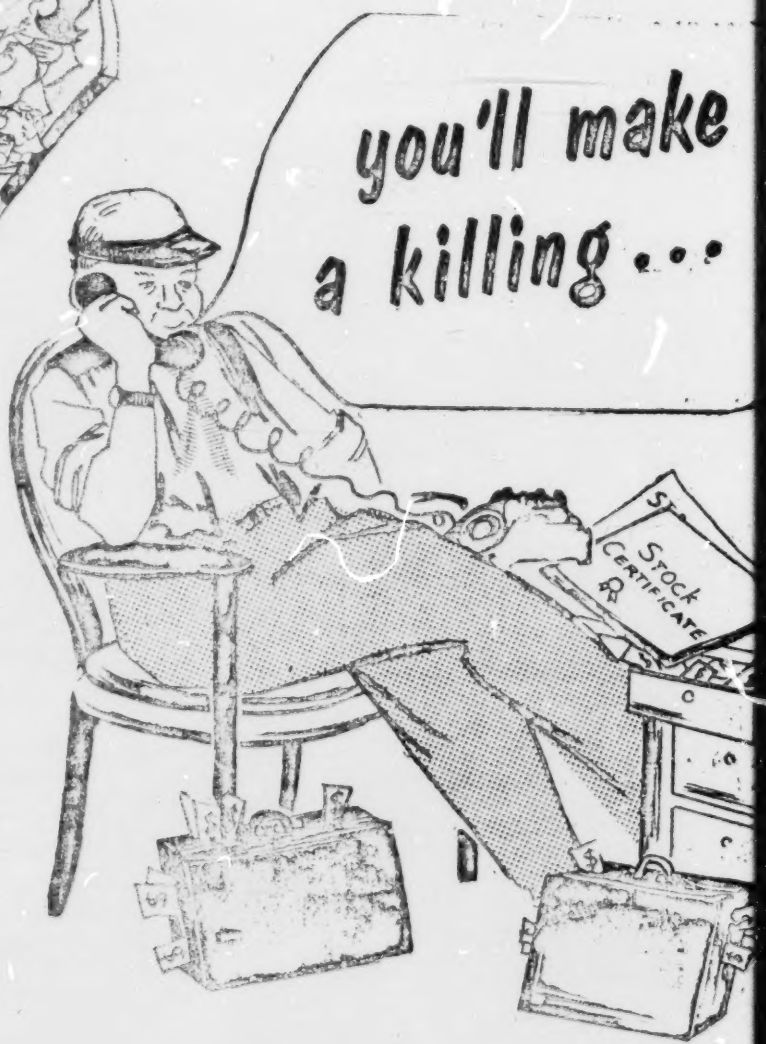
LAP NUMBER 8

WRITTEN BY B. C. Calhoun

RATIONALE

BANK
DEPOSITS
LOANS

ANNUITY
FAMILY INCOME
INSURANCE
POLICY
ORDINARY
LIFE
POLICY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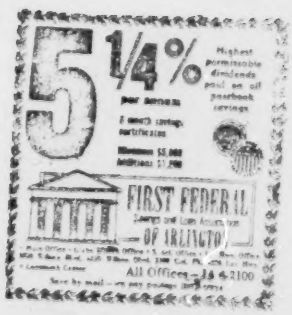
5 1/4%
FIRST FEDERAL
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All Offices

INSTRUCTION SHEET

Requirements:

Testing:

1. Progress Test - (To be taken after the second section.)

2. LAP Test - (To be taken after the third section. The majority of the questions on the LAP TEST will be taken from the second and third sections, but you will be responsible for material in section one.

Activities:

1. Essays must be written as follows:

   A. Use ink or typewriting.

   B. Use correct grammar, spelling, and punctuation.

2. Maps must be neatly drawn and/or labeled.

3. Charts must be neatly drawn and/or labeled.

4. Head all work handed into your teacher according to the acceptable form allowed in your English classes.

Advanced Study

1. May be done for extra credit.

2. See your teacher before beginning an Advanced Study project.

3. All written Advanced Study must be completed neatly, using correct English.

Section I - Banks and Saving Accounts

Accounting for and Protecting Your Income - LAP 8

I. BEHAVIORAL OBJECTIVES:

1. After you complete your prescribed program of study, you will be able to compare and contrast the Early American banking system with modern banking today in terms of:

   a. structure and organization
   b. activities and functions

   See Activity # 1 for instructions.

2. After you complete your prescribed program of study, you will be able to list the differance between the following:

   a. Commercial bank b. Savings bank

3. After you complete your prescribed program of study, you will be able to state Hamilton's rule in the establishment of a national banking system in terms of:

   a. its economic values b. its political effects

   See Activity # 2 for instructions.

4. After you complete your prescribed program of study, you will be able to list the purposes of Federal Reserve System and then you will describe the structure of the Federal Reserve System in terms of:

   a. reserve banks and branches
   b. Board of Governors
   c. member banks
   d. money and credit

   See Activity # 3 for instructions.

5. After you complete your prescribed program of study, you will be able to explain the Federal Deposit Insurance Corporation.

   See Activity # 4 for instructions.

6. After you complete your prescribed program of study, you will be able to state at least three general reasons for saving and list points that should be considered before choosing a bank for a savings account.

   See Activity # 5 for instructions.

7. After you complete your prescribed program of study, you will be able to state and explain five different ways of savings and describe ways in which savings keep our nation prosperous.

   See Activity # 7 for instructions.

BEHAVIORAL OBJECTIVES (cont.)

8. After you complete your prescribed program of study, you will be able to describe banking in terms of its relationship to:

   a. business b. government

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on Progress and/or LAP Tests.

RESOURCES

__X__ World Book Encyclopedia, Goal I, Vol. "B" pp.

__X__ American Civics by Hartley and Vincent, Ch. 14 Goals I and II, pp. 302-305; Goal IV pp. 304-305; Goal V, p. 310; Goal VI, pp. 305-309; Goal VII p. 309

__X__ United States History by Shafer and McLemure, Unit two pp. 128-131

__X__ Your Life As A Citizen by Smith, Goal VIII, pp. 400-402

__X__ United States History by Shafer and McLemure, unite II; Goal III pp. 128-131

__X__ The Consumer and His Dollar by Schoenfeld and Natella, Goal V, pp. 253-255

_____ Money and Banking by Shapird, Solomon. and White

_____ Money, Make It, Spend It, Save It by Arnold and White, pp. 69-85

_____ Civics for Americans by Clark, Edmonson and Dondineay.

_____ Money Masters by H. E. Neal

BOOKLETS:

_____ Facts About United States Money

__X__ Your Savings and Investment Dollar, pp. 6-7

_____ American Banking - The American Bankers Association

RESOURCES (cont.)

_____ American Banking, p. 32

_____ Reaching Your Financial Goals, pp. 24-25

Film:

_____ "Personal Touch"

_____ "Money on the Move"

_____ "The Federal Reserve Today"

_____ Money and Banking and the Federal Reserve"

ACTIVITIES

Goal I - two days after starting LAP 8, you should have completed Goal I.

Goal II - three days after starting LAP 8, you should have stated in writing Hamilton's role in the establishment of our Federal Banking System.

Goal III - four days after starting LAP 8, a description of the Federal Reserve System should be handed in for teacher's evaluation in terms of goals listed.

Goal IV - five days after starting LAP 8, Goal IV and V should be completed in writing.

Goal V - six days after starting LAP 8, an explanation of "Saving and How it Keeps Our Nation Prosperous" should be handed in for the teacher's evaluation.

Goal VI - seven days after starting LAP 8, you should be able to discuss banking in terms of its relationship to business and government in small groups. This will be evaluated by the teacher.

SELF EVALUATION

I. True - False

_____ 1. A bank is a business firm that deals in money and credit.

_____ 2. The state bank is chartered to do business under state laws.

_____ 3. Saving is done mainly to accumulate funds for future expenditures.

_____ 4. To insure the safety of funds placed in a bank, the Federal Government has established the Food and Drug Administration.

_____ 5. The Federal Reserve banks deal only with saving and loan banks.

II. Answer the following questions.

1. List two purposes of the Federal Reserve Banks.

2. State two possible reasons for saving.

1. You may prepare a written report on South Carolina's Senior Bank; using the following references: "The Story of South Carolina's Senior Bank," Samuel G. Stoney.
2. Using a poster chart, you will draw a map of the United States showing the twelve Federal Reserve Districts.
3. You and two other students may form a committee and visit a nearby bank. Let one member observe various services given to customers. Let another observe the different types of jobs available for men and women and find out what training is necessary for each. Let one student describe the equipment and the arrangement of the office.
4. If you are considering banking as a career, read the following references; Careers, published by the Institute for Research, Chicago, Illinois, No. 31. Then state your preference and do a written report on the necessary qualifications.

I. BEHAVIORAL OBJECTIVES

1. After you complete your prescribed program of study, you will be able to differentiate the following:

   a. no balance check
   b. certified check
   c. cashier's check
   d. traveler's check

   See activity #1 for instructions.

2. After you complete your prescribed program of study, you will be able to state the procedures used in opening and keeping a checking account.

   See activity #3 for instructions.

3. After you complete your prescribed program of study, you will be able to demonstrate in writing three ways of endorsing a check.

   See activity #4 for instructions.

4. After you complete your prescribed program of study, you will be able to state ways of reconciling your bank statement.

   See activity #5 for instructions.

5. After you complete your prescribed program of study, you will be able to discuss the life of a check

   See activity #6 for instructions.

6. After you complete your prescribed program of study, you will be able to list the advantages of a checking account.

   See activity #7 for instructions.

7. Using chart 1 in the back of the LAP, you will demonstrate the different ways to endorse a check.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on the Progress and/or LAP Tests.

Goal I:

__X__ Money, Make It, Spend It, Save It by Arnold and White, pp. 62-68.

_____ The Consumer and His Dollar by Schoenfeld and Natella.

_____ Civics for Americans by Clark, Edmonson and Dundineau.

_____ American Civics by Hartley and Vincent.

_____ American Government by Bruntz and Bremer.

_____ The Powerful Consumer by George Katona.

_____ Money and Banking by Shapiro, Solomon and White.

_____ Building Citizenship by C. H. W. Pullen.

_____ Your Life as a Citizen by Smith and Bruntz.

Booklets:

__X__ Your Savings and Investment Dollar, pp. 5-6.

__X__ What Everyone Should Know About Checking Accounts, p. 3, Goal II pp. 6-7; Goal IV, p. 10; Goal VI, pp. 12-13; Goal V, p. 11. Goals, II, III, IV, V, VI

_____ American Banking by the American Banking Association.

Filmstrip:

_____ That's Life Insurance, That Is

_____ Accepting Deposits

_____ Being a Good Teller

Film:

__X__ "Paying by Check"

_____ "Banking in Action"

_____ "Money on the Move"

Goal I - eight days after starting Lap 8, you should have differentiated the kinds of checks listed in Goal I in writing.

Goal II - nine days after starting Lap 8, you should have stated procedures used in opening and keeping a checking account. This will be evaluated in small group discussions.

Goal III - ten days after starting Lap 8, three blank check should be handed in for evaluation, showing three ways of endorsing a check.

Goal IV - ten days after starting Lap 8, you should have complete Goal V.

Goal V - eleven days after starting Lap 8, the life of a check should be handed in for the teacher's evaluation.

Goal VI - twelve days after starting Lap 8, the advantages of a checking account should be stated in writing.

Goal VII should be handed in to the teacher.

Self-Evaluation

True-False:

_____ 1. Today, the majority of the American people pay bills by check.

_____ 2. When endorsing a check, be sure to spell your name correctly even if it is written wrong on the check.

_____ 3. Cancelled checks, stubs and bank statements should be disposed of within one year.

_____ 4. A checking account is the kep to sound money management.

Advance Study

1. Prepare a bulletin board display on the three types of checking accounts.

2. You may draw a cartoon showing the life of a check.

3. You may construct a poster chart on the six necessary rules in writing checks, using the following reference Your Life as a Citizen by Smith and Bruntz, p. 445.

4. You may define assets and liabilities.

5. Write an of 2 to 3 pages comparing and contrasting inflation and deflation.

Section III - Insurance

I. BEHAVIORAL OBJECTIVES:

1. After you complete your prescribed program of study, you will state the developments and purposes of insurance.

   See activity #1 for instructions.

2. After you complete your prescribed program of study, you will be able to list and analyze six basic points that should be considered before buying an insurance policy.

   See activity #2 for instructions.

3. After you complete your prescribed program of study, you will be able to state and describe the insurances needed in terms of the following:

   a. the single person
   b. the growing family
   c. the retired worker
   d. the owner of an automobile

   See activity #3 for instructions.

4. After you complete your prescribed program of study, you will be able to list and explain three different types of insurance in terms of:

   a. coverage
   b. benefits
   c. cash surrender
   d. loans

5. After you complete your prescribed program of study, you will be able to list and analyze the advantages and disadvantages of life insurance in terms of:

   a. renewable provisions
   b. conversion privilege
   c. cash surrender
   d. loans

   See activity #5 for instructions.

6. After you complete your prescribed program of study, you will describe four types of health insurance.

7. After you complete your prescribed program of study, you will be able to state the basic kinds of social insurance in terms of social security.

   See Activity # 6 for instructions.

BEHAVIORAL OBJECTIVES (cont.)

8. After you complete your prescribed program of study, you will be able to state the role of the government in insurance.

   See Activity # 7 for instructions.

9. Using chart II in the back of the LAP, you will list the advantages and disadvantages of life insurance.

Unless otherwise indicated, fulfillment of these Behavioral Objectives will be on the Progress and/or LAP Test.

RESOURCES

__X__ Goal I World Book Encyclopedia Vol. 10 "I" pp. 242-243

__X__ Goal III, Vol.10 - "I" pp. 235-242

__X__ Goal VI, Vol. 10 - "I" pp. 238-239

__X__ The Consumer and His Dollars by D. Schoenfield and A. A. Natella; Goal I pp. 225-244; Goal II p. 244; Goal III pp. 227-244; Goal V p. 227-228; Goal VII pp. 238-243

_____ American Civics by Hartley and Vincent , Goal VII pp. 457-461

_____ Civics for Americans by Clark pp. 372-373, Goal VI

_____ Your Life as a Citizen by Smith - Ch. pp. 309-329, Goal V

_____ Money and Banking by Shapiro, Solomon and White.

_____ Building Citizenship by C. H. W. Pullen.

_____ Money, Debt and Economic Activity by Hart and Kenen.

Filmstrips:

_____ That's Life Insurance, That IS

Films:

_____ Monument Valley - Social Security Administration
_____ Social Security Administration
_____ "Personal Touch"

Booklets:

_____ Your Saving and Investment Dollar, Goal IV pp. 11-12
_____ Career - Life Insurance, Research number 40
_____ Health Insurance to Fit Your Needs
_____ Life Insurance as a Career, published by The Institute for Research

Activities

Goal I - thirteen days after starting Lap 8, you should have written an essay of 150 words on "The Developments and purposes of Insurance."

Goal II - fourteen days after starting Lap 8, you should have completed Goal II, in writing.

Goal III - fifteen days after starting Lap 8, you should be able to discuss in small groups insurance needed in terms of goals listed in III.

Goal IV - fifteen days after starting Lap 8, you should have completed Goal IV in writing.

Goal V. - sixteen days after starting Lap 8, you should have listed and analyzed the advantages and disadvantages of life insurance in terms of goals listed in V. This will be handed in for the teacher's evaluation.

Goal VI and VII - should be completed seventeen days after starting Lap 8 in writing.

Self-Evaluation

True-False

_____ 1. An insurance is money paid for protection against future risk.

_____ 2. Straight life insurance provides protection for a limited period of 5, 10, or 20 years or to a stated age.

_____ 3. Medicare and medicaid are health plan insurances sponsored by the individual citizen.

_____ 4. Good coverage for a man with a family might include a hospital, a surgical and major medical plan.

_____ 5. Before selecting a policy, you should be sure that you understood all of its requirements, provisions and benefits.

Advance Study

1. You and another student may prepare a bulletin board on the basic kinds of family insurance.

2. You may do a two page report on "The Social Security Program in the United States" using the following references: American Civics by Hartley and Vincent, and a pamphlet, "United States Department of Health Education and Welfare," September 1966.

3. You may prepare a written report on Medicaid; the People's Health Plan; using the following references: A Public Affairs Pamphlet, No. 422 by Raymond S. Alexander and Simon Podiar.

4. If you are considering insurance as a career, read the following reference: Career, published by The Institute for Research, Chicago, Illinois, No. 40. Then state your preference and do a written report on the necessary qualifications.

5. You may construct a poster chart on "Social Security Benefits" using the following reference: Civics for Americans by Clark, Edmonson and Dondineau.

Section IV - Stocks and Bonds

BEHAVIORAL OBJECTIVES:

1. After you complete your prescribed program of study, you will be able to state the main advantages and disadvantages of a:

   a. single proprietorship
   b. partnership
   c. corporation

   See Activity # 1 for instructions.

2. After you complete your prescribed program of study, you will be able to state and explain investments in the present as well as looking ahead to the future in terms of the following:

   a. yourself
   b. durable assests
   c. income-producing assests

   See Activity # 2 for instructions.

3. After you complete your prescribed program of study, you will be able to describe in writing the investigation that should be made before investing in real estate and a corporation and list ten informational guides for the careful investor.

   See Activity # 3 for instructions.

4. After you complete your prescribed program of study, you will be able to compare and contrast the following investments:

   a. stocks
   b. bonds
   c. endowment insurance

   See Activity # 4 for instructions.

5. After you complete your prescribed program of study, you will be able to list the advantages and disadvantages of investments in terms of:

   a. preferred stocks
   b. common stocks
   c. bonds

   See Activity # 5 for instructions.

6. After you complete your prescribed program of study, you will be able to write a report on "The Operation of the Stock Exchange" in terms of:

   a. listings
   b. trading
   c. memberships

7. Using chart III and IV in the back of the LAP, you will list the advantages and disadvantages for review purposes.

Unless otherwise indicated, fulfillment of the above Behavioral Objectives will be on the Progress and/or LAP Tests.

RESOURCES

X Your Life As A Citizen by Smith; Goal I pp. 390-396

____ American Civics by Hartley, Vincent; Goal I, pp. 265-268, Goal IV pp. 268-269; Goal V, pp. 268-269

X The Consumer and His Dollars by Schoenfield and Natella. Goal III pp. 266-271; Goal IV, pp. 263-264 and p. 228; Goal V, pp. 263-264

X Money, Make It, Spend It, Save It, by Arnold and White, Ch. 7, pp. 98-100, Goal IV; Goal IV Ch. 7 - pp. 102-103.

____ World Book Encyclopedia, Vol. 18, pp. 705-706.

____ The Powerful Consumer by Hart and Kenen.

____ Civics for Americans by Clark, Edmonson and Dondineau, pp. 370-373.

____ American Government by Bruntz and Bremer.

Booklets:

X Your Savings and Investment Dollar, pp. 20-26, Goal II and Goal III, pp. 29-30.

____ Journey Through the Stock Exchange.

____ Careers - Life Insurance.

____ Reaching Your Financial Goals.

____ Manufacturers Hanover Trust.

Films:

____ "Personal Touch"

Activities

Goal I - eighteen days after starting Lap 8, you should have handed Goal I in for evaluation.

Goal II - eighteen days after starting Lap 8, you should have written a report of 200 words on investments in terms of goals listed in behavioral objective II.

Goal III - nineteen days after starting Lap 8, you should have described the investigation that should be made before an investment. This will be handed in for the teacher's evaluation.

Goal IV - twenty days after starting Lap 8, you should be able to discuss in small groups, investment in terms of goals listed in IV.

Goal V - twenty-one days after starting Lap 8, you should have completed Goal V in writing.

Goal VI - twenty-two days after starting Lap 8, you should have written a two page report on "The Operation of the Stock Exchange." This will be handed in for the teacher's evaluation.

Self-Evaluation

True-False.

_____ 1. A corporation is a private business controlled by one person.

_____ 2. Stock is a share of ownership in a corporation.

_____ 3. Dividends are written documents which guarantee your position in the company.

_____ 4. Only the holders of common stock vote at the annual meeting.

_____ 5. Stockholders are persons who own shares in a standard oil company.

_____ 6. Stock is issued by corporations.

ADVANCE STUDY

1. You may construct a poster chart on the organization of a corporation using the following reference: American Civics by Hartley and Vincent.

2. You may list the steps in figuring the cost of your stock then draw a chart like the one on page 87 of the American Civics and before selecting your stocks, figure the cost.

3. You may choose several stocks to watch for daily changes in market prices. Make a line graph showing the daily closing price for a two week period of at least one stock you choose. If possible, try to account for the up and down.

4. You may do a historical research study on the famous New York Stock Exchange. Make a collection of newspaper items reporting its activities. If possible, gather pictures to illustrate.

5. You may construct a poster chart for display, comparing the United States economy to the economy of the Soviet Union in terms or:

   a. Standard of Living
   b. Work Conditions
   c. Opportunities for Advancement
   d. Amount of goods produced

C H A R T I DEMONSTRATE THE THREE WAYS TO ENDORSE A CHECK

RESTRICTED ENDORSEMENT

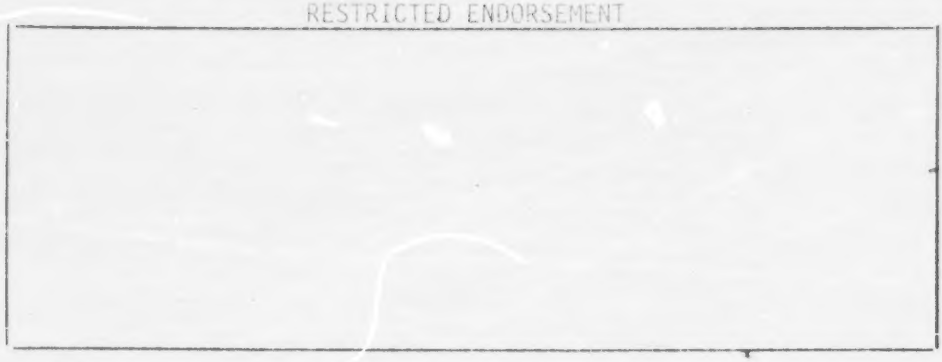

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CHART II

TYPES OF LIFE INSURANCE	ADVANTAGES	DISADVANTAGES
Term Insurance		
Straight Life Insurance		
Limited Payment Life Insurance		
Endowment Life Insurance		

CHART III

TYPES	ADVANTAGES	DISADVANTAGES
Single Proprietorship		
Partnership		
Corporation		

CHART IV

TYPES	WHO OWNS THE BUSINESS	WHO MANAGES THE BUSINESS	WHO GETS THE PROFITS	WHO IS RESPONSIBLE FOR THE DEBTS
Single Proprietor-ship				
Partnership				
Corporation				

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LEARNING ACTIVITY PACKAGE

PROTECTING YOUR ENVIRONMENT

Alexander in *The Philadelphia Evening Bulletin*

"POSTED" In 1964 Congress established a National Wilderness Preservation System. The law was designed to close some 9 million acres of national forest land to lumbering, grazing, and other commercial use.

SP 007564

Ninety Six High School
Ninety Six, S.C.

AMERICAN CIVICS 93

REVIEWED BY _____

LAP NUMBER 9

WRITTEN BY B. C. Calhoun

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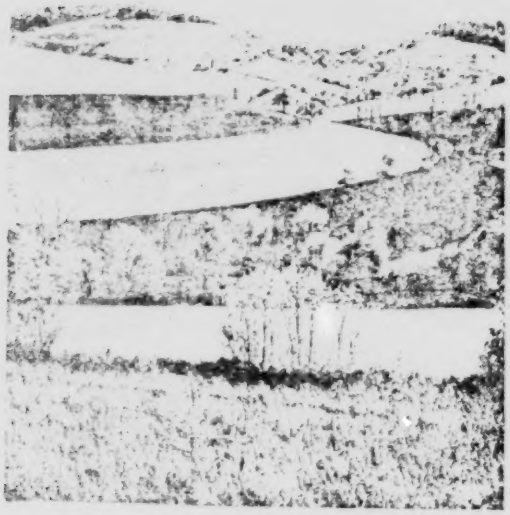
RATIONALE (Purpose of LAP)

CONSERVATION



U.S. Soil Conservation Service

United Press Int.

Wildlife Refuges protect birds and other animals. Ducks on their way south for the winter rest and feed safely at this waterfowl refuge located near Washington, D.C.

Bob Wheaton from FOTO FIND

a. Lookout towers for spotting forest fires constitute an important element in woodland conservation. Name some other forest conservation measures.

WATER

Section I

Our Dependence Upon Natural Resources

BEHAVIORAL OBJECTIVES

1. After you complete your prescribed program of study, you will be able to write an essay on "The Importance and Wise Use of Our Natural Resources."

   See activity 1 for instructions.

2. After you complete your prescribed program of study, you will be able to state the role of the following in terms of conservation.

   a. Theodore Roosevelt

   b. Gifford Pinchot

   c. Franklin D. Roosevelt

   See activity 2 for instructions.

3. After you complete your prescribed program of study, you will be able state the importance of conservation in terms of:

   a. soil and water

   b. forest and wildlife

   c. minerals

   See activity 3 for instructions.

4. After you complete your prescribed program of study, you will be able to state and describe conservation practices in terms of:

   a. saving the soil

   b. increasing soil fertility

   See activity 4 for instructions.

5. After you complete your program of study, you will be able to state the advantages of good conservation practices.

   See activity 5 for instructions.

6. After you complete your prescribed program of study, you will be able to state and explain the role of the state and federal governments in conservational laws or acts.

   See activity 6 for instructions.
   Unless other wise indicated, fulfillment of these behavioral objectives will be on the Progress and/or Lap Test.

RESOURCES

__X__ American Civics by Hartley and Vincent, Ch. 23, Goal I, pp. 469-472 Goal II, pp. 472-473, Goal III, pp. 474-483, Goal IV pp. 475-477.

_____ Your Life as a Citizen by Smith, Ch. 17 - Goal I pp. 344-361, Goal II p. 347, Goal III pp. 340-356, Goal IV p. 341.

_____ American Government by Bruntz and Bremer, Ch. 26 - Goal VI pp. 511-512.

_____ Civics for Americans by Clark, Edmonson, Dondineau - Ch. 30 - Goal I pp. 482-483, Goal III pp. 483-492.

__X__ The World Book Encyclopedia Vol. 4 - Ci to Cz - Goal VI, p. 790.

_____ Conservation In America by D. C. Hogner.

ACTIVITIES

Goal I - two days after starting Lap 9, you should have handed in a one page essay on the topic listed in Goal I for the teacher's evaluation.

Goal II - three days after starting Lap 9, you should have completed Goal II in writing.

Goal III - four days after starting Lap 9, you should be prepared to discuss the importance of conservation in small groups. You will be evaluated according to information contributed.

Goals IV and V - five days after starting Lap 9, Goal I and V should be handed in as written assignment for the teacher's evaluation.

Goal VI - six days after starting Lap 9, you should have completed Goal VI in writing.

Self-Evaluation

True - False.

_____ 1. The program to save our resources is the conservation movement.

_____ 2. Gifford Pinchot wrote a book entitled "Breaking New Ground."

_____ 3. A leader in the movement for conservation was president Woodrow Wilson who appointed Gifford Pinchot.

_____ 4. Soil is a renewable resource, for it can be used over and over again.

_____ 5. Minerals may be conserved through improved mining methods and the wise use of minerals.

Advance Study - Section I

1. You may choose a particular natural resource for research. Prepare a written report on:
   a. the need for conserving our natural resources
   b. some promising conservation practices that are being used

2. On an outline map of your state or county, show the location of important natural resources.

3. You and two other students may gather pictures and construct a poster chart on the Good and Bad Practices in the Use of Resources

Section II - Environmental Problems

BEHAVIORAL OBJECTIVES

1. After you complete your prescribed program of study, you will be able to state problems caused by each of the following:

    a. soil erosion
    b. water erosion
    c. wind erosion

    See activity 1 for instructions.

2. After you complete your prescribed program of study, you will be able to describe the problem of soil conservation AND to state ways in which soil losses occur.

    See activity 2 for instructions.

3. After you complete your prescribed program of study, you will be able to state the major problem connected with the water supply in the United States AND describe the remedies used to eliminate the problem.

    See activity 3 for instructions.

4. After you complete your prescribed program of study, you will be able to describe environmental problems in terms of:

    a. water pollution
    b. air pollution
    c. forest fires
    d. wasted materials

    See activity 4 for instructions.

5. After you complete your prescribed program of study, you will be able to identify exhaustible and renewable resources AND list at least five of each of these resources.

    See activity 5 for instructions.

6. After you complete your prescribed program of study, you will be able to state and analyze resources that are being depleted and those that show promises for the future in the United States.

    See activity 6 for instructions.

Unless otherwise indicated, fulfillment of these behavioral objectives will be on the Progress and/or Lap Test.

RESOURCES

__X__ Your Life as a Citizen by Smith, Ch. 17, Goal I p. 340, Goal II pp. 340-346, Goal III pp. 342-246, Goal IV pp 342-359, Goal VI p. 474.

__X__ American Civics by Hartley and Vincent - Ch. 23, Goal I pp. 274-275, Goal II pp. 481-482, Goal V p. 474.

_____ Your Life as a Citizen by Smith and Bruntz - Ch. 22, Goal II pp. 493-498, Goal III pp. 495-499, Goal IV.

_____ American Government by Bruntz and Bremer - Ch. 26.

_____ Nature's Guardians by H. E. Neal.

Filmstrip

_____ "Quality Environment in the Tennessee Valley Authority"

ACTIVITIES

Goal I - seven days after starting Lap 9, you should have completed Goal I in writing.

Goal II and III - eight days after starting Lap 9, you should have completed goals listed in writing.

Goal IV - nine days after starting Lap 9, you should be able to discuss environmental problems in terms of goals listed in small groups. This will be evaluated and graded according to information and presentation.

Goal V - ten days after starting Lap 9, you should have identified and listed exhaustable and renewable resources in your notebook.

Goal VI - eleven days after starting Lap 9, you should have handed in Goal VI for evaluation.

Self-Evaluation

I. Matching Items:

_____ 1. water erosion

_____ 2. wind erosion

_____ 3. renewable resources

_____ 4. conservation

_____ 5. topsoil

a. soil is a resource that can be used over and over again

b. the washing away of topsoil by rain

c. the blowing away of the surface of the soil

d. the fertile part of earth

e. the protection and wise use of natural resources

II. Answer the following question.

1. State at least two problems that each of the following cause.

a. water pollution -

b. forest fires -

Advanced Study - Section II

1. You may interview a game warden or conservation officer on wildlife problems in your community and on his particular duties.

2. You and two other students may prepare a bulletin board showing wasted resources.

3. Two students may draw posters showing a soil-conservation project being carried out and an appeal for its adoption.

4. You and another student may do a research project. You will study the resources and problems of your region or state and make an oral report on tape for the class, using the following reference, Our Land is Our Life by J. M. Eleazer.

Section III - Combating Environmental

BEHAVIORAL OBJECTIVES

1. After you complete your prescribed program of study, you will be able to describe ways of combating environmental problems in terms of:

    a. Tennessee Valley Authority
    b. Bureau of Reclamation (Interior Department)
    c. Water Resources Council
    d. atomic Energy Commission

    See activity 1 for instructions.

2. After you complete your prescribed program of study, you will be able to describe the work of the following in terms of conservation:

    a. forest service
    b. Natural Park Service
    c. Fish and Wildlife Service
    d. Soil Conservation Services

    See activity 2 for instructions.

3. After you complete your prescribed program of study, you will be able to describe the conservation programs that control our mineral and fuel resources.

    See activity 3 for instructions.

4. After you complete your prescribed program of study, you will be able to state the activities of the Clean Air Acts through Health Education and Welfare in terms of:

    a. motor vehicles
    b. industries

    See activity 3 for instructions.

5. After you complete your prescribed program of study, you will be able to describe a Conservation Project carried out by young people AND state several ways that we can practice conservation in our daily lives.

    See activity 5 for instructions.

6. After you complete your prescribed program of study, you will be able to list careers and related occupations in conservation.

    See activity 6 for instructions.

Unless otherwise indicated, fulfillment of these behavioral objectives will be on the Progress and/or Lap Test.

RESOURCES

__X__ Your Life As A Citizen by Smith - Ch. 17 - Goal I pp. 340-353, Goal II pp. 346-353, Goal III pp. 355-357, Goal IV pp. 356-360, Goal Vi p. 360.

_____ American Civics by Hartley and Vincent - Ch. 22 - Goal I pp. 479-481, Goal II pp. 481-484.

__X__ Your Life as a Citizen by Smith and Bruntz - Ch. 22, Goal I pp. 498-499, Goal II pp. 500-503, Goal III pp. 503-506, Goal IV pp. 505-506, Goal V pp. 509-510, Goal VI p. 511.

_____ American Government by Bruntz and Bremer - Ch. 26 - Goal II pp. 506-511, Goal II p. 505, Goal III pp. 509-512.

Films

_____ TVA and the Nation

_____ Valley of Tennessee

_____ This is TVA

_____ Runaways in the Wild

ACTIVITIES

Goal I - twelve days after starting Lap 9, you should have described in writing goals listed. This will be evaluated and graded in small group discussions.

Goal II - thirteen days after starting Lap 9, Goal II should be completed and evaluated in the same manner as Goal I.

Goal III and IV - fourteen days after starting Lap 9, you should have completed Goals listed in writing.

Goal V - fifteen days after starting Lap 9, you should have handed in a report of one page on "A Description of a Conservation Project AND Several Ways of Practices Conservation In Our Daily Lives."

Goal VI - sixteen days after starting Lap 9, you should have completed goals listed in writing.

Self-Evaluation

True - False: If true write "T". If false write "F".

_____ 1. Our country is rich in natural resources.

_____ 2. Untreated sewage and silt cause water pollution.

_____ 3. Nuclear energy is another name for atomic energy.

_____ 4. Natural forests are administered by the United States forest service.

_____ 5. The Bureau of Reclamation is in the Department of Interior.

Answer the following question.

1. Describe two conservation programs to control our mineral and fuel resources.

   a.

   b.

Advanced Study - Section III

1. You may construct a poster chart urging some particular conservation practice, including:

   a. preventing forest fires
   b. saving fuel and water

2. You may construct a poster chart display of pictures and articles dealing with government conservation activities.

3. What scientific development do you think offer the greatest hope for economic welfare of mankind in the future? Explain your answer.

4. You may construct a poster chart of the may on page 345 of Your Life As A Citizen by Smith the major United States dams including Tennessee Valley Authority AND state the following:

   a. the benefits that the dams provide
   b. the difference between the Tennessee Valley Authority and the Federal Projects